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WORK PERFORMANCE RATINGS:
MEASUREMENT TEST BED FOR
VALIDITY AND ACCURACY RESEARCH

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SUMMARY

A management skills assessment center was chosen as a medium for the development of a test bed for performance measurement research. The test bed was defined by five performance exercises that were constructed to measure underlying dimensions of successful managerial performance.

Investigations of the validity of the test-bed dimensions demonstrated the complexity of the performance measurement process. Exercise content and rating format were found to moderate the validity of the dimensions. The highly structured in-basket exercise had strong validity for all of its dimensions, but the leaderless group discussion and role-play exercises were more dynamic and had weaker validity for their dimensions.

PREFACE

This work was conducted in partial fulfillment of Contract No. F41684-84-D-0020 awarded to Universal Energy Systems Corporation, with the Air Force Human Resources Laboratory (AFHRL). Suzanne Lipscomb served as task monitor. The objective of the AFHRL's job performance measurement (JPM) project is to develop a measurement technology for use in a variety of selection, classification, and training applications. To support this primary work effort, a number of complementary research and development efforts have been undertaken. The present research was a two-phase effort designed to investigate a variety of work performance and performance measurement issues. This report details the development of a measurement test bed (phase one), and a companion report utilizes the test bed to investigate key rater training issues (phase two). This research supports the overall job performance measurement project in several ways. Development of the measurement test bed allowed an assessment of the appropriateness of two measurement formats (ratings and go/no go checklists) used in the JPM project. It also provided an opportunity to explore the use of videotape technology as a means of assessing rater accuracy. In addition, the development of the managerial assessment center extends the work sample technique being used in the JPM project beyond the technical work domain. This should provide a valuable foundation if the measurement of work performance moves into the supervisory or officer domains. Ultimately, it is hoped that this research has not only provided a measurement test bed for future research efforts, but has also advanced the science surrounding assessment center methodology and led to a better understanding of the measurement process itself.

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WORK PERFORMANCE RATINGS: MEASUREMENT TEST BED FOR VALIDITY AND ACCURACY RESEARCH

I. INTRODUCTION

For many years, the focus of research on work performance measurement has been on improving the quality of the measurement methods. Although methods have been compared by their relative amounts of bias, reliability, validity, and accuracy in performance scores, in the majority of the research, quality has been assessed only by comparisons of rating biases such as leniency, halo, and range restriction (Landy & Farr, 1980). However, as several investigators have noted (Dickinson, 1987; Kavanagh, Borman, Hedge, & Gould, 1986), validity and accuracy appear to be the most appropriate criteria for evaluating the quality of measurement methods.

Several narrative reviews of the performance rating literature (Landy & Farr, 1980; Schwab, Heneman, & DeCotiis, 1975) have concluded that the method of measurement is not an important determinant of the quality of performance measurement. As a result, they have called for a moratorium on method research and an orientation toward variables that influence the performance measurement process. This moratorium may be premature since (a) most method research has assessed quality inappropriately by comparing amounts of biases, (b) a recent meta-analytic review (Dickinson, Hassett, & Tannenbaum, 1986) of the work performance rating literature found that the method of measurement has a strong influence on the validity of performance ratings, and (c) validity theory (Fiske, 1987) suggests that invalidity of performance measurement is due to method effects. Nonetheless, attention to the measurement process could broaden the understanding of how to improve the quality of performance ratings.

A shortcoming of method research has been its emphasis on a particular format or rater source for obtaining performance ratings. No single format or source is uniformly superior. Indeed, performance ratings are not the only methods for work performance measurement. An appropriate conception of performance measurement must view methods as more or less desirable for assessing work performance. For example, Kavanagh et al. (1986) proposed a model of performance measurement that assumes (a) a domain of job

performance is described by a maximum of 15 to 20 performance dimensions, (b) the dimensions cannot be measured adequately by a single method since each method can reflect unique aspects of job performance, and (c) the primary methods that can be used to measure performance dimensions include supervisory and peer ratings, self-ratings, work sample observations, and objective indices of job performance.

Another shortcoming of the work performance measurement literature has been its failure to link validity and accuracy research (Dickinson, 1987). These important criteria have generated two separate lines of research for judging the quality of performance measurement. However, validity and accuracy are interrelated through their basic research designs. The basic designs for investigating validity and accuracy should be extended and combined to broaden the research in work performance measurement.

The purpose of the present research and development (R&D) effort was to develop a performance measurement test bed for investigating the work performance measurement process. Several dimensions were measured using multiple methods to encompass the performance domain. The validity of the performance measures was assessed in order to establish the methods that best reflected the dimensions within the performance domain. In addition, target scores were developed for future investigations of rating accuracy.

II. PERFORMANCE MEASUREMENT TEST BED

The medium chosen for the test bed was a management skills assessment center that could be administered to college students or job incumbents in managerial occupations. The dimensions and exercises for the center were chosen to define a domain of performance measures that had broad generality to the work setting. Particular emphasis was given to dimensions and exercises that had been used frequently in a variety of assessment centers. The test bed was expected to have research outcomes that generalized to a broad range of applied contexts.

Dimensions

Although the number of performance dimensions utilized in assessment centers may be quite variable

(Howard, 1974), there is evidence that the typical assessment center uses more dimensions than can be meaningfully discriminated by raters (Neidig & Neidig, 1984; Sackett & Dreher, 1982, 1984). Five performance dimensions were selected to define the domain of performance measures on the basis of their frequency of usage in past assessment centers. The dimensions and their definitions are presented in Table 1.

The importance of these particular dimensions for managerial assessment was demonstrated by Byham and Byham (1976). Their review of over 1,000 assessment center reports from 12 large organizations indicated that across all levels of management (i.e., first-level supervision, middle management, top executive) and different types of organizations (e.g., manufacturing, Government, sales) these dimensions were utilized in more than 80% of the centers.

The performance dimensions also possess good interrater reliability and correlational validity (Thornton & Byham, 1982). Validity has been demonstrated in the literature by correlations of assessment center dimension ratings with overall job performance ratings, overall assessment center ratings, job performance dimension ratings, and managerial progress (e.g., promotions and increases in salary). A summary of reliability and validity evidence for the dimensions is presented in Table 2.

Exercises

Three types of exercises were selected for inclusion in the test bed to ensure generality to the work setting. They were the in-basket, role play, and group discussion. These types represent the most frequently used assessment center exercises. Thornton and Byham (1982) reported that the in-basket was used in 95% of the 1,000 assessment centers, a role play in 75%, and a group discussion in more than 85%.

These exercises appeared to define an appropriate context for the manifestation of behaviors conceptually identified with the dimensions. Byham and Byham (1976) concluded in their review that each of the dimensions in Table 1 could be expected to be observed in two or more of the five exercises chosen for the test bed.

Table 1. Definitions of Performance Dimensions

Planning and Organizing. Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources. Structuring or arranging resources to accomplish the objective of a plan and developing a course of action to achieve an objective.

Leadership. Utilization of appropriate interpersonal styles and methods in guiding individuals (subordinates, peers, superiors) or groups toward task accomplishment. Getting people to work toward reaching an objective.

Decision Making. Consciously weighing and selecting one of two or more alternatives.

Sensitivity. Actions that indicate a consideration for the feelings and needs of others.

Oral Communication. Effective expression in individual or group situations (includes gestures and nonverbal communications). Transferring a thought from one person to another by speech, adjusting to audience reaction.

Note. Definitions adapted from Thornton and Byham (1982) and Worbois (1975).

Exercises were written for the test bed to reflect situations that might be typical of an assessment center as well as work settings. For example, the in-basket required assuming the role of a person who had just been promoted to fill a department manager's position in a large retail store. The person had to address various letters, reports, and memoranda that had accumulated on the previous manager's desk. Two role plays were written. The customer role play required assuming the role of a store manager in dealing with an irate customer, and the employee role play required assuming the role of a manager who was to conduct a performance appraisal interview with a subordinate whose performance was inadequate. Two leaderless group discussion exercises were also written for the present investigation. The assigned-role discussion had six people assume the role of a supervisor who had to reach

Table 2. Reliability and Validity of Dimension Ratings

Dimensions	IRR	OAR	OJP	JPD	PRG
Planning and Organizing	0.87 (20)	0.73 (8)	0.38 (2)	0.24 (2)	-- --
Leadership	0.90 (14)	0.84 (7)	0.43 (2)	0.36 (2)	0.27 (5)
Decision Making	0.84 (12)	0.70 (6)	0.31 (2)	0.20 (4)	0.30 (3)
Sensitivity	0.73 (2)	0.62 (9)	0.23 (4)	0.40 (3)	0.21 (3)
Oral Communication	0.88 (13)	0.65 (12)	0.32 (2)	0.39 (5)	0.24 (14)

Note. Values in parentheses indicate the number of studies that determined the median reliability or validity. IRR, interrater reliability; OAR, overall assessment rating; OJP, overall job performance rating; JPD, job performance dimension rating; and PRG, managerial progress.

consensus with other group members on departmental budgets. The nonassigned-role discussion had six people assume the role of a city council member who had to reach consensus on the allocation of state funds.

Dimension Development

Although five dimensions had been identified as descriptive of performance in each exercise, the content of performance was unknown. Eight assessment centers were conducted to generate a domain of dimension performance for the exercises. These centers provided behavioral information to elaborate the dimensions as well as to develop formats for measuring performance.

Each assessment center employed as participants a group of six students from a Master of Business Administration program. The centers required

approximately 8 hours to complete, and the students were paid \$5.00 per hour for participation. Each student was also provided a feedback report describing his or her performance.

In each assessment center, exercise performance was videotaped. The videotapes were reviewed by six subject-matter experts (i.e., graduate research assistants involved in the development and operation of the assessment centers) in order to transcribe all of the relevant behaviors into behavioral statements.

Each exercise's list of behaviors was edited by the subject-matter experts to remove redundancies and ambiguities. The next step involved the matching of each behavior to the dimension that it best illustrated (Smith & Kendall, 1963). During this procedure, the subject-matter experts discovered that (a) dimension definitions needed to be modified, (b) additional dimensions were needed in order to cover fully the domain of performance sampled by the exercises, and (c) each dimension could not be sampled adequately in all exercises. The definitions of the revised dimensions are shown in Table 3, and the coverage of the exercises by these dimensions is displayed in Table 4.

Finally, the matching procedure was completed for the revised dimensions. A behavioral statement was retained as reflective of a dimension if the subject matter experts matched that statement to the dimension with an interrater reliability greater than .75. This reliability was achieved by a minimum of four experts sorting a statement into the same dimension (Winer, 1971, pp. 288-289).

Format Development

Two rating formats were selected for establishing the validity of the performance dimensions. One format was a behaviorally anchored rating scale. This format was recommended by Dickinson et al. (1986) for improving convergent validity and reducing method bias. The other format was a behavioral checklist. Dreher and Sackett (1981) suggested that checklists would increase the objectivity of assessor ratings. In addition, the multiple ratings (i.e., each behavior was observed or not observed) required by a checklist should improve discriminant validity (Dickinson et al., 1986).

Table 3. Definitions of Revised Performance Dimensions

Planning and Organizing. Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources. Structuring or arranging resources to accomplish the objective of a plan and developing a course of action to achieve an objective.

Initiative. Attempting to gain control by taking the first step, assigning responsibility or originating procedures for operation.

Problem Analysis. Breaking up a problem into its parts such that the parts can be examined for their importance, interrelationship, or need for additional information.

Problem Solution. Providing actions, methods, or strategies that help in answering a problem.

Sensitivity. Actions that indicate a consideration for the feelings and needs of others.

Oral Communication. Effective expression in individual or group situations (includes gestures and nonverbal communication). Transferring a thought from one person to another by speech, adjusting to audience reaction.

Written Communication. Conveying ideas and concepts in writing so that they are understandable to others.

Persuasiveness. Attempting to influence others to an action or point of view by overt appeal to reason or emotion using some coaxing, pleading, and arguing.

Perseverance. Continuing to deal with a problem or maintaining a course of action in the face of unreasonable demands or opposition from others.

Table 4. Coverage of the Exercises by the Revised Performance Dimensions

Dimension	Exercise		
	In-basket	Role plays	Group discussions
Plan and Organize	X		
Initiative			X
Problem Analysis	X	X	X
Problem Solution	X	X	
Sensitivity	X	X	X
Oral Communication			X
Written Communication	X		
Persuasiveness		X	X
Perseverance		X	

Note. An X denotes that the dimension could be observed in that exercise. Plan and Organize, planning and organizing.

The behavioral statements that were retained from the matching judgments were rank ordered by the subject-matter experts. For each dimension, its statements were ordered to illustrate most to least effective behavior. Agreement among the experts' ranks was evaluated using Kendall's coefficient of concordance. This statistic reflects the unidimensionality of dimension ratings (Taylor, 1968). In addition, the scale reliability of the average ranks was computed. For all dimensions, the coefficients of concordance were statistically significant ($p < .01$) suggesting unidimensionality, and the average ranks met or exceeded a reliability of .80.

The mean and variance of the ranks for each behavioral statement were computed to use for final screening. Statements with variances greater than 16.0 were dropped from further consideration. The remaining behavioral statements were ordered by their mean values and partitioned into quintiles to represent intervals of dimension performance.

Items for the formats were selected from among the behavioral statements in each quintile. The behaviorally anchored rating format for the leaderless group discussion and role-play exercises was a 5-point scale with one behavioral statement per scale point. The checklists for these exercises contained 15 statements for each dimension. The checklist statements were placed in their expected temporal order of appearance in the exercise to simplify the rating process.

Since the in-basket exercise provided performance products that could be compared directly to the behavioral statements, only a checklist format was used. Two rating checklists were developed. The dimension-ordered checklist had items grouped together by dimension (Frederiksen, Jensen, & Beaton, 1972), and the task-ordered checklist had them grouped by in-basket task (Jaffee, 1968).

A dimension score for a checklist was calculated from checked items. The arithmetic average was computed using the scale values associated with the checked items pertaining to a dimension. Of course, a dimension score for the behaviorally anchored rating scale was the dimension rating itself.

Experimental Stimuli for Validation

The subject-matter experts used the dimensions and formats to rate the in-basket and videotape performances of the 48 students who participated in the eight assessment centers. Eight to 13 students were identified as representing the full range of performance displayed in each exercise. Six to 10 of these students were used as "ratees" to establish the validity of the exercises in three validity experiments. The remaining ratees and the expert ratings of their performances were used in each experiment for rater training.

III. EXPERIMENT 1: IN-BASKET VALIDATION

While the results of reliability and criterion-related validity research on the in-basket exercise have been quite promising (Brass & Oldham, 1976; Bray & Grant, 1966; Neidig, Martin, & Yates, 1978; Wollowick & McNamara, 1969), the literature is lacking in two significant areas. First, only two investigations have described their format for rating the in-basket

(Frederiksen et al., 1972; Jaffe, 1968). In fact, Frederiksen et al. (1972) stated that there is frequently no scoring of the in-basket per se, as the raters simply read through the written responses and form subjective impressions regarding dimension performance. Even more importantly, there has been no investigation of the construct validity of in-basket ratings.

Method

Raters

Raters were 14 graduate students enrolled in the industrial/organizational psychology program at Old Dominion University. Seven were male and seven were female, who ranged in age from 23 to 38. Their mean age was 28 years. Each rater was paid \$5.00 per hour for approximately 11 hours of participation, including rater training.

Design

The design utilized a factorial arrangement of 2 formats, 10 ratees (or in-baskets), and 5 dimensions. The 14 raters were randomly assigned one of the formats to use. Thus, raters were nested within formats. The dimensions factor was a repeated measure.

In-Basket

The in-basket required assuming the role of an individual who had been promoted to the position of department manager in a large retail store. The individual was instructed to deal with the in-basket tasks (i.e., paperwork in the form of memoranda, letters, and reports) that had accumulated on the predecessor's desk during the time that the position was vacant. The individual was told that no staff members were available for consultation and that no files or other information were available, aside from the materials contained in the in-basket. Consequently, all responses to the tasks in the in-basket had to be written in the form of notes, memos, and letters with no person-to-person or telephone contact. The individual was given 45 minutes to complete the in-basket. This time limit required swift decision making and concise responses. The in-basket instructions and tasks are contained in Appendix A.

Rater Training

A rater training workshop was developed to provide raters with knowledge of the dimensions being rated and to give practice and feedback involving the scales and their use.

Prior to the workshop, the raters were given a copy of (a) the in-basket, including all instructions to the ratee, and (b) the definitions of the dimensions, including examples of responses that reflected the dimensions. They were asked to read and become familiar with the materials.

The training workshop began with a presentation and discussion of the in-basket and its use as an assessment device in general, and then moved to a discussion of the in-basket tasks.

The next phase of the training involved defining the dimensions and discussing the example responses. The purpose of this phase was to clarify for the raters the relationships between the responses and the dimensions. Once the group members demonstrated that they could reach agreement on placement of a response in the appropriate dimension, attention was shifted to discussions of good, average, and poor examples of responses for each dimension.

Next, instructions were given for using the dimension-ordered and task-ordered rating formats. Participants were informed that each person would use one of the formats to rate in-baskets. Appendix B contains the dimension-ordered checklist, and Appendix C contains the task-ordered checklist.

The final phase of the training involved the assignment of a format to each participant and the practice rating of an in-basket. These ratings and those of the experts were reviewed and discussed until the group reached consensus.

Training was done in two workshops on successive days to keep group size manageable. Training required 3 hours per group.

Procedure

Raters were asked to rate the in-baskets without discussion with other raters. They were each given five in-baskets and copies of the appropriate checklist format. Raters were to complete and return the in-baskets within 1 day. When these in-baskets were returned, the remaining five were distributed for completion within the next day.

Raters using the dimension-ordered checklist were instructed to read an in-basket, making notes if desired, and then, to check off the responses made by the ratee as they appeared on the checklist. Raters using the task-ordered checklist were instructed to read one in-basket task and complete the checklist before moving on to the next task.

Upon completion of the ratings, all raters responded to a post-rating questionnaire designed to evaluate the amount of time required to rate an in-basket, as well as their preferences for the checklist formats.

Results

An analysis of variance procedure was used to assess convergent validity, discriminant validity, and method bias (Dickinson, 1987). A summary of the analysis is shown in Table 5. The sources in the analysis reflecting validity were (a) Ratees - convergent validity, (b) Dimensions by Ratees - discriminant validity, and (c) Dimensions by Ratees by Formats - differential discriminant validity by formats. The Ratees by Format source reflected method bias due to the checklists. Variance components and intraclass correlation coefficients (Vaughn & Corballis, 1969) were computed to describe sources of variation in the ratings.

Convergent Validity

The Ratees effect was statistically significant ($p < .01$) and accounted for 23% of the rating variance. The magnitude of the intraclass correlation coefficient indicates that the dimensions demonstrated moderate convergent validity. This interpretation of magnitude is based on recommendations by Dickinson et al. (1986), who suggested that intraclass correlation values for

Table 5. Analysis of Variance for the In-Basket Ratings

Source	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Formats (F)	1	.237	.50 ^a	-.000	.00
Raters (R/F)	12	.398	9.04*	.007	.04
Ratees (E)	9	3.030	68.86*	.043	.23
E x F	9	.120	2.73	.002	.01
E x R/F	108	.044 ^b			
<u>Within Ratees</u>					
Dimensions (D)	4	2.869	20.35* ^a	.010	.05
D x F	4	.102	.78 ^a	-.000	.00
D x R/F	48	.083	1.89*	.004	.02
D x E	36	.982	22.32*	.067	.36
D x E x F	36	.091	1.90*	.007	.04
D x E x R/F	432	.044 ^b			

Note. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero. VC, variance component; ICC, intraclass correlation coefficient.

* $p < .01$.

^aQuasi F-ratio.

^bPooled to estimate a residual variance component equal to .044 for computing intraclass correlation coefficients.

convergent validity, discriminant validity, and method bias be described verbally as: high, good (above .30); medium, moderate (.20 to .29); and low, poor (less than .20).

Discriminant Validity

The Dimensions by Ratees interaction was statistically significant and accounted for 36% of the rating variance. The magnitude of the intraclass

correlation coefficient indicates a high amount of discriminant validity.

The Dimensions by Ratees by Formats suggested a differential ability of the formats to provide discriminations among ratees based on the dimensions. However, the interaction accounted for a small amount of rating variance (i.e., 4%), and post hoc analysis indicated that there was little difference in the discriminant validity provided by the two checklists (see Table 6). The Dimensions by Ratees interaction for each format was analyzed to detect the number of pairwise differences among ratees. Using Tukey's honestly significant difference procedure, the task-ordered checklist provided somewhat more discriminations among ratees than did the dimension-ordered checklist for each of the dimensions.

Method Bias

The Ratees by Formats interaction indicated a differential ordering of ratees by the formats. Although this interaction was statistically significant, it accounted for a trivial amount of the rating variance (i.e., 1%). The checklists ordered the ratees similarly.

Rater Effects

The Raters nested within Formats effect and its interaction with Dimensions were also significant. These effects indicated biases by the raters in rating the in-baskets. However, these effects accounted for little of the variance in the ratings (i.e., 4% and 2%). The raters were similarly effective in rating the in-baskets, apparently due to training.

Format Preference

Thirteen of the 14 raters in the study responded to the questionnaire. Six of the 13 used the task-ordered checklist, and seven used the dimension-ordered checklist. All raters were familiar with the two checklists. Although 100% of the raters who used the task-ordered checklist stated that they preferred it, only 29% of those who used the dimension-ordered checklist preferred that checklist. A two-way chi-square analysis indicated that the greater preference for the task-ordered checklist was statistically significant (Chi-square = 9.49, df = 1, $p < .01$).

Table 6. Ratee Simple Effects per Format and Dimension for the In-Basket Ratings

Source	df	Dimension-ordered checklist			Task-ordered checklist		
		MS	F-ratio	HSD ^a	MS	F-ratio	HSD ^a
Plan and Organize	9	.26	5.87*	10	.51	11.62*	16
Problem Analysis	9	.76	17.22*	19	.85	19.28*	21
Problem Solution	9	.27	6.07*	9	.29	6.62*	11
Sensitivity	9	1.04	23.62*	26	2.22	50.37*	35
Written Comm	9	.54	12.37*	16	.71	16.12*	21
Error	432	.04			.04		

Note. Plan and Organize, planning and organizing; Written Comm, written communication.

^aNumber of Tukey's honestly significant differences.

* $p < .01$.

Rating Time

A t-test was performed to determine whether the checklists required differing amounts of time to use. Raters reported that more time was required to use the dimension-ordered checklist ($t = 3.84$, $df = 11$, $p < .01$). The mean time required by the task-ordered checklist was 26.25 minutes per in-basket, whereas the dimension-ordered format required 40.71 minutes. Standard deviations were 6.88 and 6.08, respectively.

Discussion

The analysis of variance of the in-basket ratings provided strong evidence for validity of the dimensions. The ratees were differentiated uniquely with each of the five dimensions. Furthermore, differential discriminant validity and method bias were negligible for the checklists. Both of the checklist formats measured the dimensions adequately, and a choice between them should be based on practical considerations. For example, the task-ordered checklist required significantly less time

to use and was preferred by the raters over the dimension-ordered checklist.

IV. EXPERIMENT 2: ROLE-PLAY VALIDATION

The purpose of this experiment was to evaluate the validity of the dimensions associated with the two role-play exercises. A behaviorally anchored rating scale (BARS) and a behavioral checklist were the formats for rating performance in these exercises.

Method

Raters

The raters were 12 graduate students in psychology, 9 of whom were enrolled in the industrial/organizational program at Old Dominion University. There were five female and seven male raters, ranging in age from 23 to 38. Their mean age was 28 years. Raters were paid \$5.00 per hour for 10 hours of participation that included 3 hours of rater training.

Design

The design included 2 formats, 12 raters, 10 ratees, 2 exercises, and 5 dimensions. Raters were randomly assigned to use one of the formats, such that one-half used the BARS format and the remaining one-half used the behavioral checklist. Both formats were used to evaluate all of the ratees, who role-played both exercises. The same five dimensions were used to rate performance in the exercises.

Role Plays

The customer role play required the ratee to assume the role of a store manager in dealing with an irate customer, and the employee role play required the ratee to conduct a performance appraisal interview with a subordinate whose performance was inadequate. As noted by Crooks (1977), exercises of this nature are particularly relevant for those target positions in which the incumbent deals extensively with others on a one-to-one basis. The customer role-play exercise is described in Appendix D, and the employee role play in Appendix E.

Rater Training

The training workshop began with descriptions of the role plays and typical performance scenarios. Next, participants were given instructions for using their assigned format. Two workshops were conducted to keep group size manageable and to limit instruction to the assigned format.

Raters using the BARS format were given lists of behaviors and associated scale values to illustrate the dimensions in each role play. These lists were discussed in-depth by the group. Next, a training videotape was shown, and raters were instructed to take notes on relevant behaviors. Upon completion of the videotape, they rated performance on one dimension. These ratings were discussed and compared to experts' ratings, and portions of the videotape were replayed to illustrate the various behaviors associated with the dimension. This process was continued for the remaining dimensions. Finally, two additional training videotapes were viewed, performance was rated on all dimensions, and the group discussed their ratings upon completion of each videotape.

Raters using the checklist format were asked to study the behaviors on the checklist. Next, the training videotape was shown, and raters were instructed to check items pertaining to the first dimension as they were viewing the videotape. Upon completion of the videotape, raters were instructed to review their ratings and to check additional items that were appropriate. However, raters were cautioned against making unwarranted inferences and to check only those items that they had observed. The ratings were discussed and compared to experts' ratings, and portions of the videotape were replayed to illustrate behaviors associated with the first dimension. The process continued for the remaining dimensions. Finally, the two training videotapes were rated, and the group discussed their ratings after viewing each videotape.

The rating scales for the customer and employee role plays that employed the BARS format are contained in Appendixes F and G, respectively. Those scales that employed the checklist format are contained in Appendixes H and I, respectively.

Procedure

Ratings were collected after viewing each of the 10 videotapes to prevent comparisons of the ratees. Furthermore, raters were not permitted to stop or review a videotape, since this would introduce individual rater biases to the group of raters. No discussion was permitted, and raters were asked to refrain from making comments as they viewed the videotapes, to avoid biasing other raters.

Results

Table 7 contains the results of the analysis of variance, including variance components and intraclass correlation coefficients to describe sources of variation in the ratings. The sources in the analysis reflecting validity were (a) Ratees - convergent validity, (b) Role Plays by Ratees - differential convergent validity by role plays, (c) Dimensions by Ratees - discriminant validity, (d) Dimensions by Ratees by Formats - differential discriminant validity by formats, (e) Role Plays by Dimensions by Ratees - differential discriminant validity by role plays, and (f) Role Plays by Dimensions by Ratees by Formats - differential discriminant validity by role plays and formats. The Ratees by Formats source reflected method bias due to the BARS and checklist formats, and the Role Plays by Ratees by Formats source reflected differential method bias by the role plays.

Convergent Validity

The Ratees effect was statistically significant ($p < .01$), and its intraclass correlation coefficient indicated that convergent validity accounted for 16% of the rating variance. Furthermore, differential convergent validity was obtained for the role plays. The Role Plays by Ratee interaction accounted for 12% of the variance. A Tukey's HSD post hoc analysis of mean ratings revealed 28 differences among ratees for the customer role-play and 19 for the employee role-play exercises.

Discriminant Validity

The Dimensions by Ratees interaction, which reflected discriminant validity, was significant and accounted for 4% of the rating variance. However, this

Table 7. Analysis of Variance for the Role-Play Ratings

Source	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Formats (F)	1	8.168	.86 ^a	-.001	.00
Raters/Formats (R/F)	10	3.382	3.81**	.025	.01
Ratees (E)	9	40.649	45.83**	.331	.16
E x F	9	6.990	7.88*	.102	.05
E x R/F	90	.887 ^b			
<u>Within Ratees</u>					
Dimensions (D)	4	5.444	1.50 ^a	.006	.00
D x F	4	3.965	1.88 ^a	.006	.00
D x R/F	40	1.424	2.42**	.042	.02
D x E	36	2.796	4.76**	.092	.04
D x E x F	36	1.269	2.16**	.057	.03
D x E x R/F	360	.587 ^b			
Role Plays (P)	1	3.241	15.28* ^a	.006	.00
P x F	1	.441	.12 ^a	-.013	.00
P x R/F	10	2.031	2.14*	.108	.05
P x E	9	15.356	16.15**	.240	.12
P x E x F	9	2.526	2.66**	.052	.03
P x E x R/F	90	.951 ^b			
P x D	4	6.293	1.72 ^a	.009	.00
P x D x F	4	3.047	1.99 ^a	.002	.00
P x D x R/F	40	.830	1.47*	.027	.01
P x D x E	36	3.385	6.00**	.235	.12
P x D x E x F	36	1.262	2.24**	.116	.06
P x D x E x R/F	360	.564 ^b			

Note. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero. VC, variance component; ICC, intraclass correlation coefficient.

^aQuasi F-ratio.

^bPooled to estimate a residual variance component equal to .580 for computing intraclass correlation coefficients.

*p < .05. **p < .01.

validity must be interpreted in light of the differential discriminant validity demonstrated by formats, role plays, and role plays by formats. These sources of discriminant validity accounted for 3%, 12%, and 6% of the rating variance, respectively.

The nature of the differential discriminant validity was evaluated with simple effects analyses of the rates for the Role Plays by Dimensions by Rates by Formats interaction (see tables 8 and 9). In addition, post hoc analyses were done to determine the number of significant mean differences among rates for each combination of the role plays, dimensions and formats.

Generally, more ratee differences were detected on the dimensions for the customer role play. Two exceptions explained the interaction. One exception was that BARS ratings for the sensitivity dimension demonstrated more ratee differences on the employee role play. A second exception was that the checklist ratings for the problem solution dimension demonstrated no ratee differences on the employee role play. In sum, the role plays differed in the extent to which the dimensions described ratee differences, and the formats did not detect these differences similarly.

Method Bias

The Rates by Formats interaction, which reflected method bias, was significant ($p < .05$), accounting for 5% of the rating variance. Differential method bias by role plays also was significant, but it accounted for only 3% of the rating variance. Overall, the magnitude of variance accounted for by the biases compares quite favorably with the 22.3% typically found in validity studies (Dickinson et al., 1986).

Rater Effects

The Raters within Formats effect and its interactions with dimensions, role plays, and role plays by dimensions reflect bias associated with the individual raters. These sources accounted for a total of 9% of the rating variance. This result suggests that raters differed in their usage of the dimensions by role-play exercise. In contrast, convergent validity and its interaction with role plays accounted for 28% of the rating variance, discriminant validity 16%, and

Table 8. Ratee Simple Effects per Format and Dimension for the Customer Role-Play Ratings

Source	df	BARS			Checklist		
		MS	F-ratio	HSD ^a	MS	F-ratio	HSD ^a
Problem Analysis	9	7.53	13.44**	16	3.56	6.36**	9
Problem Solution	9	4.78	8.54**	14	3.45	6.16**	9
Sensitivity	9	1.52	2.71**	0	1.07	1.91*	0
Perseverance	9	11.74	20.96**	25	11.27	20.12**	25
Persuasiveness	9	8.75	15.62**	22	8.76	15.64**	16
Error	360	.56			.56		

^aNumber of Tukey's honestly significant differences.

*p < .05. **p < .01.

method bias 8%. Hopefully, additional rater training could be used to reduce differences among the raters.

Discussion

Validity theory suggests that most social-behavioral constructs are multifaceted (Fiske, 1987). This complexity is due to the variety of contexts and situations to which the constructs are intended to apply. Not surprisingly, construct-relevant behaviors vary in content according to the situation. Unfortunately, the variation in content can produce method invalidity in that individuals may be attributed differing amounts of the construct according to the situation. In such instances, Fiske (1987) has recommended that investigators consider narrowing their conception of the construct.

Apparently, the behavioral manifestations of the dimensions differed in the two role plays. Differential convergent and discriminant validities by role plays together accounted for 24% of the rating variance. In addition, differential discriminant validity by role plays and formats accounted for 6% of the rating variance. In contrast, convergent and discriminant validities together accounted for 20% of the rating

Table 2. Ratee Simple Effects per Format and Dimension for the Employee Role-Play Ratings

Source	df	BARS			Checklist		
		MS	F-ratio	HSD ^a	MS	F-ratio	HSD ^a
Problem Analysis	9	4.20	7.50*	9	3.97	7.09*	9
Problem Solution	9	4.74	8.46*	13	.91	1.62	0
Sensitivity	9	6.16	11.00*	15	.71	1.27	0
Perseverance	9	3.81	6.80*	9	3.23	5.77*	5
Persuasiveness	9	4.71	8.41*	11	5.52	9.86*	14
Error	360	.56			.56		

^aNumber of Tukey's honestly significant differences.

*p < .01.

variance, method bias for 5%, and raters within formats for 1%. Clearly, the situational effects accounted for the largest amount of rating variance.

These results agree with a conceptual analysis of the dimensions for the role plays. For example, the demands for perseverance differed dramatically in the two role plays. In the customer role play, the ratee was verbally assaulted by an irate customer. In the employee role play, the ratee was the aggressor, describing inadequacies in the employee's performance. Moreover, the quality of problem solutions was clearly related to perseverance in the customer role play. The demands of the customer were not consistent with the best solutions. The correlation between perseverance and problem solution was .55 in the customer role play, but only .09 in the employee role play. Clearly, perseverance and problem solution "subconstructs" could be defined for each role-play situation.

V. EXPERIMENT 3: LEADERLESS GROUP DISCUSSION VALIDATION

The purpose of this experiment was to evaluate the validity of the dimensions associated with the assigned-role and nonassigned-role leaderless group discussions. The BARS and checklist formats were again used to rate

performance.

Method

Raters

Raters were the same 12 graduate students employed in the role-play validation experiment. Each rater was paid \$5.00 per hour for participation.

Design

The basic design included 2 formats, 6 groups, 12 raters, 12 ratees, and 5 dimensions. This design was used to analyze the ratings of the assigned-role group discussions separate from those of the nonassigned-role discussions. Raters were randomly assigned to use either a BARS or checklist format, such that raters were nested within the formats. Six assigned and six nonassigned group discussions were viewed. Two members from each group were designated as ratees for all raters. Thus, ratees were nested within the groups. The same five dimensions were used to rate performance in the assigned-role and nonassigned-role group discussions.

Leaderless Group Discussions

For the assigned-role group discussions, each group member assumed a position to support in discussion. Each of the six group members was assigned a supervisory position within a particular department (i.e., accounting and finance, marketing, data processing, public relations, human resources, or research and development). Each group member received a summary of the previous year's budget and expenses for each department as well as instructions pertaining to the group discussion. The goal of the group was for the six department supervisors to agree upon a proposed budget for each department. The goal of each group member was to obtain the largest share of the budget for his or her department and persuade the others to accept justifications for that budget. The group had to reach agreement in the allotted time of 45 minutes, or it forfeited the opportunity to determine the budget. The assigned-role leaderless group discussion is contained in Appendix J.

After the ratees were assigned their positions and given the budget summaries, they were allowed 15 minutes to review the summaries and decide upon their initial budget position and justifications for that budget. After this preparation time, the exercise began.

For the nonassigned-role group discussions, each participant assumed the role of a city council member. The problem presented to the group members concerned the appropriation of funds given to the city by the state. The council had nine options for appropriating the funds. The council had to reach consensus on one of the options. If the council failed to reach consensus in the allotted time of 30 minutes, the state's offer was rescinded. The nonassigned-role leaderless group discussion is contained in Appendix K.

The procedure for the nonassigned-role group discussions began by giving the ratees a summary of the problem and a description of the options. The ratees were allowed 15 minutes for review and to decide upon their choices. After the preparation time, the discussion began.

Rater Training

A workshop was developed to provide raters with knowledge of the group discussion exercises, dimensions, and formats as well as with practice and feedback in making ratings. Training was done in two groups to keep the size of the workshop manageable. The workshop required 4 hours to complete.

The training began with descriptions of the assigned-role and nonassigned-role group discussions, ratee roles, and the dimensions to be observed. Next, the formats were assigned to the raters, and instructions were given on their usage.

The next phase of training involved the viewing of videotape segments to illustrate good, average, and poor behaviors for each dimension. The raters discussed their ratings and those of the experts for each behavior until consensus was reached.

The rating scales for the assigned-role and non-assigned-role group discussions that employed the BARS format are contained in Appendixes L and M, respectively.

Those scales that employed the checklist format are contained in Appendixes N and O, respectively.

The final phase of training involved the rating of one videotape for each type of group discussion. Whenever a critical behavior was displayed, the videotape was interrupted, and the raters discussed their ratings of that behavior. When consensus was reached, the videotape was played until the next critical behavior. This process was continued until the entire videotape was viewed.

Procedure

Before starting the videotape of a group discussion, raters were informed as to the two group members to be rated. The raters using the BARS format were encouraged to take notes, but they were instructed not to make ratings until the completion of the group discussion. Raters using the checklist were allowed to rate during the discussion, but they were also instructed to review the checklist upon completion of the discussion to consider additional ratings. Videotapes were viewed on successive days to reduce rater fatigue. Rating the leaderless group discussions required approximately 10 hours.

Results

Table 10 contains the results of the analysis of variance for the assigned-role discussion, and Table 11 contains the results for the nonassigned-role discussion. In these analyses, the sources reflecting validity describe group and individual differences. The sources include (a) Groups - convergent validity for groups, (b) Ratees within Groups - convergent validity for individuals, (c) Dimensions by Groups - discriminant validity for groups, (d) Dimensions by Ratees within Groups - discriminant validity for individuals, (e) Dimensions by Ratees within Groups by Formats - discriminant validity for groups by formats, and (f) Dimensions by Ratees within Groups by Formats - discriminant validity for individuals by formats. The sources reflecting method bias include (a) Groups by Formats - method bias for groups, and (b) Ratees within Groups by Formats - method bias for individuals.

**Table 10. Analysis of Variance for the Assigned-Role
Leaderless Group Discussion Ratings**

Source	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Formats (F)	1	.800	.23 ^a	-.004	.00
Raters/Formats (R/F)	10	1.181	1.36	.004	.00
Groups (G)	5	20.296	.82 ^a	-.037	.00
Ratees/Groups (E/G)	6	25.094	21.32*	.399	.32
G x F	5	3.153	.84 ^a	-.010	.00
E/G x F	6	4.072	3.46*	.096	.08
G x R/F	50	.868	.74	-.031	.00
E/G x R/F	60	1.177 ^b			
<u>Within Ratees</u>					
Dimensions (D)	4	2.338	1.16 ^a	.002	.00
D x F	4	1.706	1.51 ^a	.003	.00
D x R/F	40	.405	.81	-.008	.00
D x G	20	2.107	1.33 ^a	.022	.02
D x E/G	24	1.435	3.21*	.082	.06
D x G x F	20	1.222	.98 ^a	-.002	.00
D x E/G x F	24	1.197	2.68*	.125	.10
D x G x R/F	200	.497	1.11	.025	.02
D x E/G x R/F	240	.447 ^b			

Note. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero. VC, variance component; ICC, intraclass correlation coefficient.

^aQuasi F-ratio.

^bPooled to estimate a residual variance component equal to .593 for computing intraclass correlation coefficients.

*p < .01.

Table 11. Analysis of Variance for the Nonassigned-Role Leaderless Group Discussion Ratings

Source	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Formats (F)	1	8.450	1.37 ^a	.003	.00
Raters/Formats (R/F)	10	1.935	1.63	.011	.01
Groups (G)	5	1.997	.27 ^a	-.044	.00
Ratees/Groups (E/G)	6	7.475	5.42**	.102	.09
G x F	5	5.427	1.45 ^a	.028	.02
E/G x F	6	3.930	2.85*	.085	.07
G x R/F	50	1.190	.86	-.019	.00
E/G x R/F	60	1.379 ^b			
<u>Within Ratees</u>					
Dimensions (D)	4	3.481	1.04 ^a	.001	.00
D x F	4	.412	.39 ^a	-.004	.00
D x R/F	40	1.156	1.83**	.044	.04
D x G	20	2.832	1.67 ^a	.047	.04
D x E/G	24	1.628	2.90**	.089	.08
D x G x F	20	.534	.38 ^a	-.073	.00
D x E/G x F	24	1.340	2.39**	.130	.11
D x G x R/F	200	.631	1.12	.035	.03
D x E/G x R/F	240	.561 ^b			

Note. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero. VC, variance component; ICC, intraclass correlation coefficient.

^aQuasi F-ratio.

^bPooled to estimate a residual variance component equal to .725 for computing intraclass correlation coefficients.

* $p < .05$. ** $p < .01$.

Convergent Validity

The Groups effects were not statistically significant for the two group discussions. In contrast, the Ratees within Groups effects were significant. Good convergent validity was obtained for the assigned-role group discussions (i.e., 32% of the rating variance), whereas poor validity was obtained for the nonassigned-role group discussions (i.e., 9%). Apparently, the differences among ratees within the groups averaged to no effects for the groups.

Discriminant Validity

The groups were not differentiated significantly by the dimensions in the group discussions. In the assigned-role discussions, the Groups by Dimensions interaction accounted for 2% of the rating variance, while in the nonassigned-role discussions it accounted for 4%. Differential discriminant validity by formats for the groups was not significant in the group discussions. For both types of group discussions, no variance was accounted for by the Groups by Dimensions by Formats interaction. In general, little or no discriminant validity was obtained for the group effects.

In contrast, ratees within the groups were differentiated by the dimensions. The Dimensions by Ratees within Groups interaction accounted for 6% of the rating variance in the assigned-role discussions, while it accounted for 8% in the nonassigned-role discussions. For both types of group discussions, the dimensions also ordered the ratees differently according to the format for rating. In the assigned-role discussions the Dimensions by Ratees within Groups by Formats interaction was significant ($p < .01$) and accounted for 10% of the rating variance, while in the nonassigned-role discussions the interaction accounted for 11% of the variance.

The effects for differential discriminant validity by formats were analyzed using Tukey's procedure to detect the number of pairwise differences among ratees. As shown in Table 12, the BARS and checklist formats accounted for a large number of ratee differences in assigned-role group discussions. This interaction was due to the BARS, which detected more ratee differences

**Table 12. Ratee Simple Effects per Format and Dimension
for the Assigned-Role Leaderless Group
Discussion Ratings**

Source	df	BARS			Checklist		
		MS	F-ratio	HSD ^a	MS	F-ratio	HSD ^a
Initiative	11	5.94	13.20*	28	3.86	8.58*	20
Problem Analysis	11	4.47	9.93*	23	2.79	6.20*	17
Sensitivity	11	6.00	13.33*	29	3.28	7.29*	17
Oral Comm	11	2.54	5.64*	13	2.94	6.53*	14
Persuasiveness	11	4.07	9.40*	14	2.74	6.09*	13
Error	240	.45			.45		

Note. Comm, communication.

^aNumber of Tukey's honestly significant differences.

*p < .01.

for the dimensions of initiative, problem analysis, and sensitivity.

As shown in Table 13, the formats accounted for fewer ratee differences in the nonassigned-role discussions. In fact, one or both of the formats did not detect differences for the dimensions of problem analysis, sensitivity, and oral communication. This interaction was due to the ability of the checklist format to detect ratee differences in problem analysis and of the BARS format to detect differences in sensitivity. Neither format detected ratee differences for the dimension of oral communication.

Method Bias

The Groups by Formats interactions were not statistically significant for the group discussions. No rating variance was accounted for by the interaction in the assigned-role discussions and only 2% in the nonassigned-role discussions. In contrast, method bias for ratees was statistically significant in both types of discussions. In the assigned-role discussions the

Table 13. Ratee Simple Effects per Format and Dimension for the Nonassigned-Role Leaderless Group Discussion Ratings

Source	df	BARS			Checklist		
		MS	F-ratio	HSD ^a	MS	F-ratio	HSD ^a
Initiative	11	2.89	5.16**	9	3.72	6.64**	12
Problem Analysis	11	1.14	2.04*	0	3.24	5.78**	11
Sensitivity	11	4.66	8.32**	16	1.06	1.89*	0
Oral Comm	11	1.04	1.86*	0	1.18	2.11*	0
Persuasiveness	11	.51	.91	4	2.71	4.84**	7
Error	240	.56			.56		

Note. Comm, communication.

^aNumber of Tukey's honestly significant differences.

*p < .05. **p < .01.

Ratees within Groups by Formats interaction accounted for 8% of the rating variance, while in the nonassigned-role discussions, the interaction accounted for 7% of the variance.

Post hoc analyses of the interaction indicated that for the assigned-role discussions, the BARS detected four ratee differences and the checklist detected one. For the nonassigned-role discussions, the BARS detected no differences and the checklist one.

Rater Effects

The Raters within Formats effects and their interactions with Dimensions indicated greater agreement among the raters for the assigned-role discussions. In these group discussions, all effects accounted for no rating variance; in the nonassigned-role group discussions, all effects accounted for 5% of the variance.

Discussion

The two leaderless group discussion exercises differed in the nature of their validity. Convergent validity was much greater for the assigned-role exercise. The structure of this exercise enabled raters to compare ratees more easily. For example, ratees were assigned the individual goal of maximizing their department's budget as well as the group goal of attaining group consensus. Thus, it was possible to compare the ratees in terms of meeting their individual goals as well as their contribution to reaching group consensus. The smaller rater effects for the assigned-role exercise also reflected the greater structure of the discussions in that exercise.

Discriminant validity was more pronounced for the assigned-role exercise. Ratee differences were detected for all of the dimensions using both of the formats. For the nonassigned-role exercise, however, ratee differences were not detected consistently for the dimensions using the formats. The dynamic nature of the nonassigned-role discussions emphasized the differing requirements that the formats placed on the raters. In these group discussions, it was difficult to take accurate notes and to determine which behaviors should be manifested at a certain stage of the discussion. For the nonassigned-role exercise, it was best to use the checklist to record problem analysis behaviors and to use the BARS to observe and evaluate sensitivity behaviors.

The differential pattern of discriminant validity for the two types of leaderless group discussions emphasizes the multifaceted nature of constructs. The behaviors from the two exercises probably cannot be subsumed under the same constructs. The results suggest that more specific constructs or subconstructs may have to be utilized to obtain valid ratings.

The suggestion that context moderates construct validity (Fiske, 1987) was supported further by a comparison of the intraclass correlation coefficients from all of the exercises. As shown in Table 14, the in-basket exercise had greater construct validity than did both role plays and group discussions. Since the rating stimuli for the in-basket were written products, the exercise was not dynamic and had the greatest structure. Furthermore, the deleterious influences of

Table 14. Comparison of Intraclass Correlations

Effect	In-basket	CRP	ERP	A-LGD ^a	N-LGD ^a
Convergent Validity	.23	.35	.18	.32	.09
Discriminant Validity	.36	.15	.09	.08	.12
Differential Discriminant Validity	.04	.04	.10	.10	.11
Method Bias	.01	.08	.07	.08	.09
Rater Effects	.06	.04	.08	.00	.05
Residual Error	.24	.33	.46	.47	.62

Note. The customer and employee role-play effects were computed from their separate analyses of variance. CRP, customer role play; ERP, employee role play; A-LGD, assigned-role leaderless group discussion; N-LGD, nonassigned-role leaderless group discussion.

^aIncludes group effects.

method and residual effects were held to a minimum. Only rater effects for the in-basket were comparable to those of the remaining exercises. This probably occurred because raters were allowed to complete ratings in a milieu of their choosing.

The influence of context was also apparent from a comparison of the variations in ratings for the remaining exercises. In the customer role play and the assigned-role leaderless group discussion exercises, there was greater structure to the flow of behavior. This resulted in greater convergent and discriminant validities. In the customer role play, the assessor (i.e., customer) could keep the situation "on track"

and ensure that certain behaviors were generated, and in the assigned-role group discussion exercise, the demand to meet individual goals provided a more specific context for observing and evaluating behaviors. These conditions gave the customer role-play and assigned-role leaderless group discussion exercises greater structure than the employee role-play and nonassigned-role group discussion exercises and resulted in their greater validity.

VI. EXPERIMENT 4: DEVELOPMENT OF TARGET SCORES

The accuracy of ratings is determined by comparisons of the ratings against target scores (Dickinson, 1987). The target scores serve as a standard for describing accuracy. The purpose of this experiment was to demonstrate the development of target scores using the employee role-play exercise. In future research with this exercise, these scores can be used to determine the accuracy of ratings as a function of manipulations of the performance measurement process.

Method

Participants

Five subject-matter experts participated in the development of the target scores. They were graduate research assistants enrolled at Old Dominion University in the graduate program in industrial/organizational psychology. They had participated in the development and operation of the eight assessment centers as well as the experiments described previously.

Stimulus Materials

The stimulus materials were based on the 10 videotapes of customer role-play performance utilized in Experiment 2. The videotaped performances were transcribed and reenacted by five male and five female drama students. The reason for reenacting the role-play performances was to improve the technical quality of the videotapes of the performances.

The drama students played the role of the manager who conducted the performance appraisal interview. A member of the research team, who played the role of the subordinate in Experiment 2, reenacted his performance.

The actors received training in which they became familiar with the scripts, reviewed the original videotapes, and received videotaped feedback on their performance before the final videotapes were created. This training ensured that the reenacted performances represented the levels of performance exhibited in the original videotapes. The length of the reenacted performances ranged from 6 to 15 minutes.

Procedure

The checklist and BARS formats were both used to develop target scores, because the results of Experiment 2 indicated that both formats were needed to detect the ratee differences that occurred on the dimensions.

In developing the target scores for a videotaped performance, the raters were asked to become familiar with the written script. When all raters were confident that they could recognize the relevant behaviors in a role-play performance, they viewed the reenacted videotape several times (i.e., a minimum of twice). Checklist and BARS ratings were made with a separate viewing of the videotape. The scripts were available and notes were taken during viewing. Counterbalancing techniques were used to control for the order effects of making checklist and BARS ratings.

Following the completion of the checklist and BARS, the raters discussed all discrepancies on the checklist. The goal of this discussion was to establish a group consensus on the checklist behaviors that occurred in each videotaped performance. Following this discussion, differences in the BARS ratings were discussed. Finally, the videotaped performance was re-rated using the BARS. The means and standard deviations of these ratings are contained in Appendix P.

Results

An analysis of variance was conducted on the BARS ratings with factors of Raters, Ratees, and Dimensions. A summary of this analysis is shown in Table 15.

The significant main effect of Ratees indicated that the ratings possessed strong convergent validity, accounting for 45% of the rating variance. The average performance of the 10 ratees ranged on a 5-point scale

Table 15. Analysis of Variance for the Employee Role-Play Target Ratings

Source	df	MS	F-ratio	VC	ICC
Raters (R)	4	.060	.40	-.002	.00
Dimensions (D)	4	13.340	3.79* ^a	.157	.09
D x R	16	.062	.61	-.004	.00
Ratees (E)	9	20.844	139.89*	.828	.45
E x R	36	.149	1.48	.010	.00
E x D	36	3.562	35.27*	.733	.40
E x R x D	144	.101			

Note. If a source's variance component was negative, that value was used in the denominator to compute intraclass correlation coefficients, but the source's coefficient was set to zero. VC, variance component; ICC, intraclass correlation coefficient.

* $p < .01$.

^aQuasi F-ratio.

from 1.28 to 3.96. Post hoc analyses with Tukey's procedure indicated that 36 of 45 pairwise differences between ratees were statistically significant ($p < .05$).

The significant Ratees by Dimensions interaction indicated strong discriminant validity, accounting for 40% of the variance. As shown in Table 16, post hoc analyses of the simple effects for ratees indicated that all of the five dimensions adequately differentiated ratee performance.

The Dimensions effect was also statistically significant. It accounted for 9% of the variation in the ratings. Post hoc analyses indicated that problem analysis and problem solution were rated lower than the remaining dimensions ($p < .01$). Perhaps, perseverance, persuasiveness, and sensitivity are more socially desirable as human attributes.

Finally, the Raters effect and its interactions with other effects were negligible. These effects accounted for less than 1% of the rating variance.

Table 16. Ratee Simple Effects per Dimension for the Employee Role-Play Target Ratings

Source	df	MS	F-ratio	HSD ^a
Problem Analysis	9	5.48	54.80*	35
Problem Solution	9	4.67	46.70*	31
Perseverance	9	9.25	92.50*	36
Persuasiveness	9	7.74	77.40*	34
Sensitivity	9	7.97	79.70*	28
Error	144	.10		

^aNumber of Tukey's honestly significant differences.

*p < .01.

Discussion

The approach for developing target scores provided job experts enhanced opportunities to rate the videotapes of employee role-play performance (Borman, 1977). The obtained ratings demonstrated high validity and interrater agreement. The ratees were differentiated by the dimensions, and raters agreed as to their dimension ratings. Clearly, these ratings can serve as a standard for describing rating accuracy.

VII. CONCLUSIONS

Investigations of the construct validity of the test-bed dimensions demonstrated the complexity of the performance measurement process. Exercise context and rating format were found to moderate the validity of the dimensions, demonstrating that method of measuring a construct (i.e., exercise and rating format) is an important determinant of the quality of performance measurement. Furthermore, the results suggested that the conception of a performance dimension should be limited in coverage to less than the entire domain of job performance. Construct-relevant behaviors vary in content according to the situation. Such variation in content is likely to produce method invalidity in that individuals may be attributed differing amounts of the construct according to the situation.

The assessment center medium chosen for the test bed appears to be especially suited for research on the information processing demands placed on raters by various performance contexts. This was clearly demonstrated by the structured context of the in-basket exercise as compared to the dynamic context of the role plays or leaderless group discussions. Future research could vary the exercise context, and therefore, information processing demands to investigate the impact on rating accuracy. For example, in some assessment centers, assessors interview participants upon completion of their in-baskets to delve into response strategies. Such information could be used to make the in-basket performances more dynamic. In contrast, the information processing demands in the role play could be reduced by providing raters with written summaries of dimension performance. In some assessment centers, the assessors who integrate performance information from several exercises may not have observed the candidate perform in face-to-face interaction or on a videotape. Rather, they must rely upon information in a report prepared by another assessor.

Unlike an actual assessment center, the raters in the present research assessed the ratees only in one exercise. Clearly, the amount of time given to rater training would need to be increased if raters are required to process performance information from several exercises. Such an increase in the time devoted to training could bring dramatic increases in rating quality. The impressive construct validity obtained by the expert raters in developing target scores suggests that extended experience with the exercises may be necessary to obtain high quality ratings.

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APPENDIX A: IN-BASKET*

You are about to participate in an exercise referred to as an in-basket. In this exercise, you will assume the role of a manager and will deal with many of the items that typically accumulate in an in-basket on a day-to-day basis. Each item will require your attention and some form of action. The information on the following pages is intended to familiarize you with the in-basket exercise. Please read it carefully.

Background

During the last two years, you have been the assistant department manager at Weston's #69. Weston's is a national chain department store where you can buy furniture and home furnishings, clothes, sporting goods, and appliances. You have really enjoyed working for Weston's store #69 located in Houston, Texas. It is one of the smaller Weston's, but you have always done an excellent job with the store's limited resources.

Weston's management has noticed your abilities and has promoted you to store #72 located in Chicago. Store #72 is one of Weston's new "super-stores," carrying a greater range of products and services compared to most other Weston's.

You are now the new furniture department manager for store #72. The previous department manager, Chris Martin, suffered a heart attack and passed away earlier in the week.

The department you will be managing is almost twice as large as the one in your old store, and it has double the staff. Your department carries a variety of furniture and home furnishings including couches, recliners, tables, carpeting, and lamps. The services your department provides include carpet installation, interior decorating, and delivery of products.

This change in your career is just what you have been wanting. If you show management that you can run a large department effectively, you could be considered for promotion to Assistant Store Manager.

*EDITOR'S NOTE: Appendixes A through N appear generally in the format in which they were developed and applied, without extensive editing.

The Situation

Today is Sunday, May 31. You have been in Chicago for the past few days looking for an apartment for you and your family. The store manager, Pat Williams, has asked you to stop by #72 after store hours to handle the material that has piled up on the old department manager's desk since his death.

It is now 6:00 p.m. You are in Chris' old office (your new office). You have stopped there on your way to the airport. You have to catch the 8:30 plane back to Houston; so you will have to leave for the airport at 7:00. This gives you 45 minutes to handle the mail on Chris' desk. You will not be returning to Chicago and #72 until Monday, June 8, which is your first official day on the job.

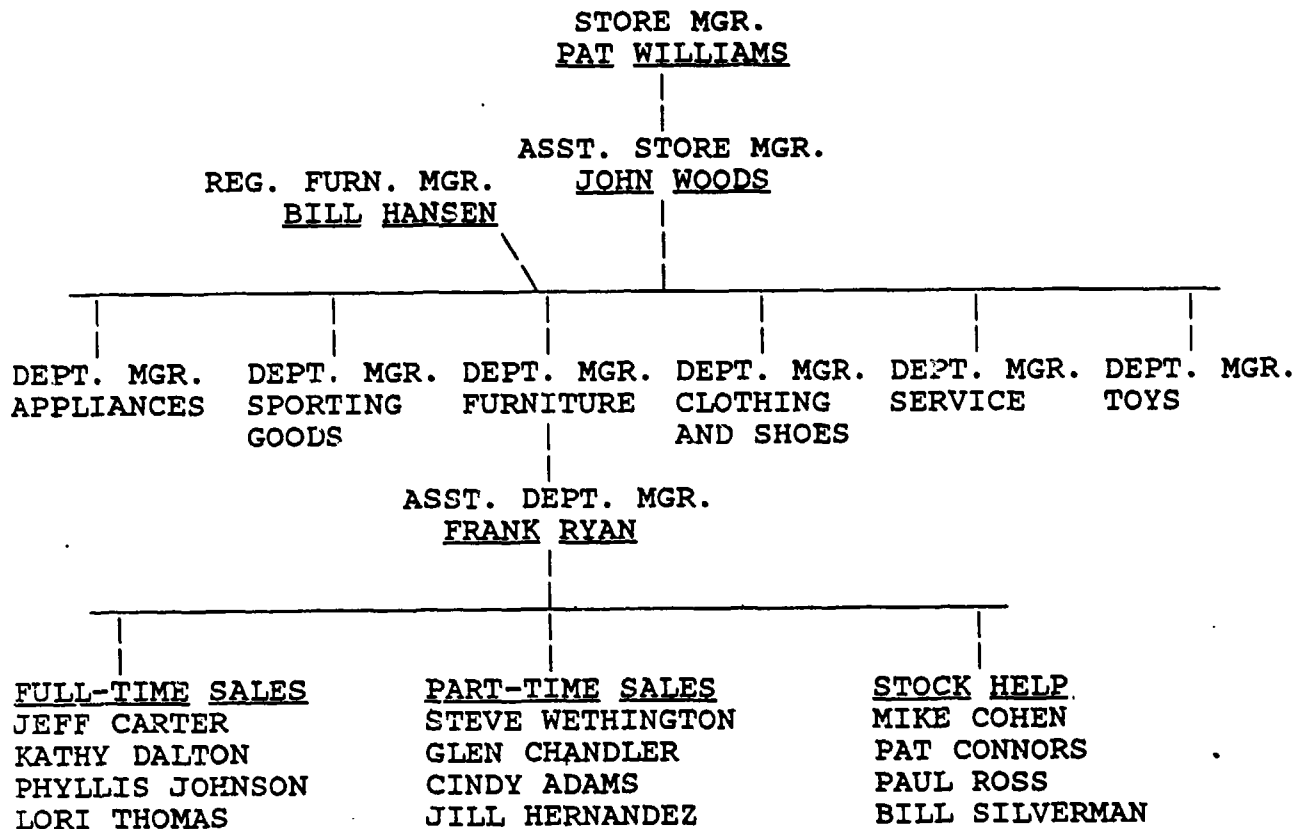
Instructions

You are responsible for handling the in-basket items. For the purposes of this exercise, you must assume that you cannot reach anyone by phone, because it is Sunday. Also, assume that any items that you find in this in-basket have not been handled by anyone else. Remember, the store is closed.

1. Please remove the paper clip and feel free to complete the items in any order you wish.
2. You must write down everything you do or plan to do for each of the in-basket items. Do not merely describe what you would write. Instead, actually write the memos, letters, etc. that you feel are necessary using the materials in this packet. If you delegate work to someone, please indicate the directions you would provide for them. If you decide to defer action or take follow-up action at a later date, make sure you write this down so we know your response to the item.
3. In preparing a letter, memo, etc., try to identify it in such a way that we know what in-basket item(s) you are responding to, and if at all possible, please clip the memo to the front of the in-basket item(s) involved.
4. The calendar is provided to use as you wish.

5. You cannot have any conversations by phone or otherwise.
6. Also, you cannot take any of your work with you on the plane.
7. PLEASE WRITE NEATLY.
8. One final tip - most people find it helpful to "get into character" by pretending they are actually in the situation described. You may find this is a good approach for completing the in-basket.

WESTON'S
ORGANIZATIONAL CHART



TO: New Department Manager
FROM: Human Resources Department
RE: Yearbook

Congratulations, and welcome aboard!

You have arrived just in time to get your picture in this Year's Weston's #72 yearbook. We have you scheduled to get your picture taken on Thursday, June 11th at 12:15 p.m. Under everyone's picture will be a short biography about the person, no more than 150 words. I have attached a biography form for you to fill out. Almost everyone has filled out their form for this year's yearbook. Whenever you get a chance, we would appreciate the form being filled out, so that we can send the yearbook to the printshop.

Please mail the form to Sandy Pappas in Personnel through the inter-office mail by June 21.

WESTON'S
STAFFER BIOGRAPHY FORM

Name: _____
 Last First MI

Address: _____
 Street Apt#

 City State Zip Code

Position with Weston's:

Please write a short biography about yourself and your family. Include topics such as: Hobbies, Ambitions, Schooling, and Career Aspiration.

May 28, 1985

TO: New Department Manager
FROM: Cindy Adams
SUBJECT: Harassment

I would like to inform you of a problem that I am having with Bill Silverman. He is always making passes at me. He follows me everywhere in the store and is always asking me out even though I told him that I don't want to go.

Yesterday, while I was in the storeroom, he came back and tried to touch me. A customer saw him, and it was very embarrassing for me. I would have reported this sooner but you were not on the job. His advances toward me are making it very uncomfortable for me to work here. If something isn't done, I'm going to file a sexual harassment complaint.

TO: New Department Manager
FROM: Bill Hansen, Regional Furniture Manager
RE: Val-U-Track Lights

Just wanted to let you know that we will not be receiving any of the Val-U-Track Lights from the manufacturer until the middle of the month. There are problems with the electrical switches used for the lights that cause electrical fires. Please make other arrangements until this problem can be resolved.

TO: Chris Martin
FROM: Bill Hansen, Regional Furniture Manager
RE: Quality Inspection Report

This is the second time this month that I have seen your department in a mess. I found dust on all the furniture, and the glass coffee tables were smudged with grease. If efforts aren't made to get the department cleaned immediately, I'm going to give you a Warning Notice. Get this place in shape!

May 22, 1985

Chris:

I think you should know that Mike has been taking items from the store after it closes. I heard him talking to some of his friends last week about taking two microwaves. Please don't let him know I told you, but I thought you should know.

Lori Thomas

May 23, 1985

Pat Williams, Weston's Store Manager
Weston's
1118 Lake Shore Dr.
Chicago, IL 60609

Mr. Williams:

I have always been a loyal shopper at Weston's for over 10 years and have always been treated with respect and courtesy. But never was I treated so poorly as I was last Wednesday.

One of the salespersons, I believe her name was Lori Thomas, promised me that my new sofa would be delivered in less than 2 weeks. Well, it still has not been delivered. When I called Lori Thomas to discuss the matter with her, she was very rude to me. She said she couldn't track down every late delivery and that I should call Customer Service. Then, she hung up on me.

I have never been so outraged before. I am writing to inform you that I'm canceling my order with this store and am advising all my friends to do the same.

Sincerely,

Brenda Miller
1723 Mission Blvd.
Highland Park, IL

WESTON'S
FURNITURE AND HOME FURNISHINGS

It is time once again to gear-up for the Summer Sale! The sale will run from June 13 through June 18. We are going to advertise in our circular and the Chicago Tribune.

Below is a list of the advertised items and prices.

LAMPS

Hi-Lights Desk Lamps	\$ 25.00
Val-U-Track Lights	\$ 73.00
Asta Chandeliers	\$ 96.95

RECLINERS

Viking Recliners	\$125.50
Leucadia Recliners	\$115.00
Booth Recliners	\$145.95

TABLES

Valet Dinner Tables	\$220.00
Grant Kitchen Tables	\$ 98.99
Augusta Coffee Tables	\$ 95.95

SOFAS

Randall Sofa Beds	\$355.95
Majestic Sofa Module	\$458.99
Housemann-Royale Sofas	\$697.95

TO: New Department Manager
FROM: Pat Williams, Store Manager
RE: Department Manager Meeting

This is to inform you that on June 10th, 4:00-6:00 p.m., we will be holding our annual department manager meeting to discuss the new product lines for the coming year and to prepare for the upcoming Fall season. We would like to make some decisions concerning those items that have not proven to be profitable for us and any suggestions for improving the departments. Please be prepared to discuss these concerns at our meeting.

TO: New Department Manager
FROM: Pat Williams, Store Manager
RE: Management Advancement

Please have in my office by June 11th your ideas as to the best method for selecting non-management people for movement to management. As you know, this is a crucial problem due to the number of retirements that will come up in the next two years.

TO: New Department Manager
FROM: John Woods, Assistant Store Manager
RE: Dress Code Violations

It has come to my attention that several of your subordinates (Jeff Carter, Pat Connors and Kathy Dalton have been violating the company's dress code (i.e., no blue jeans, ties must be worn, and well-groomed hair).

Please handle this immediately.

TO: New Department Manager
FROM: Phyllis Johnson

I really need to take June 15th off to go to my best friend's wedding. I have already told her that I would be there. Thanks.

Phyllis

TO: Chris Martin
FROM: Sue Baker, Assistant Director
Human Resources Department
RE: Morale

It has come to my attention that one of your employees (Glen Chandler) is upset about the performance ratings he received from you. He has asked to be transferred to another department.

Please respond.

Sue Baker

WESTON'S

CORPORATE HUMAN RESOURCES

TO: ALL STORE MANAGERS
FROM: JAMES DONOVAN, VICE-PRESIDENT
RE: HANDLING CUSTOMER COMPLAINTS

We have contracted Dickinson & Associates, a management consulting firm, to provide a series of training workshops in handling customer complaints. Workshops are scheduled to begin June 27 at corporate headquarters. Please submit to corporate personnel a list of those persons in your store that you feel would most benefit from these workshops by June 15, so that we can schedule accordingly. Please include a justification statement for each person that you recommend.

To: Chris

Date: 5-26

Time: 1:00 A.M.

P.M. X

WHILE YOU WERE OUT:

Mr. John Peters
of Valley Furniture

Area Code: Phone: 555-8080 Extension: 4462

TELEPHONED:

CALLED TO SEE YOU:

WANTS TO SEE YOU:

RETURNED YOUR CALL:

PLEASE CALL: X

WILL CALL AGAIN:

URGENT:

Message: Wants to discuss our ordering 10% more
of their kitchen cabinets. Call and let him
know if this is your intent.

Operator: P.K.

TO: New Department Manager
FROM: Pat Williams, Store Manager
RE: Promotions

There is to be an opening for a Buyer's job in the near future. I've recommended one of your employees, Lori Thomas, for the job. It should be a nice step for her.

What do you think?

Pat

WESTON'S

PERFORMANCE RATINGS
(FURNITURE DEPARTMENT)

Poor-Fair-Average-Good-Excellent

Performance Dimensions

Last Name	Inter- personal	Product Knowledge	Sales	Overall Rating
Carter	Excel.	Good	Good	Good
Dalton	Fair	Good	Aver.	Aver.
Johnson	Good	Aver.	Fair	Poor
Thomas	Poor	Excel.	Aver.	Aver.
Wethington	Good	Good	Excel.	Excel.
Adams	Aver.	Fair	Good	Good
Hernandez	Aver.	Good	Poor	Poor
Chandler	Poor	Aver.	Poor	Fair

APPENDIX B: DIMENSION-ORDERED CHECKLIST

Planning and Organizing: The ability to establish priorities and schedules for one's self and others concerning future courses of action. (The scale value for an item is in parentheses.)

Postpones action on the sexual harassment complaint until return. (1)

Schedules a date by which Frank (assistant) is expected to report back on anything he has done regarding the sexual harassment complaint. (4)

Schedules a meeting with Cindy to discuss her sexual harassment complaint. (5)

Schedules a meeting with Bill to discuss Cindy's harassment complaint. (2)

Lets Frank (assistant) know the order in which actions should be taken, or dates by which they should be completed regarding Cindy's harassment complaint. (5)

Schedules a meeting with Bill Hansen (regional furniture manager) to discuss the Val-U-Trac Light problem. (4)

Prepares notes on the Val-U-Trac Light problem to remind self to act on upon return. (1)

Schedules a staff meeting to discuss the problem of Bill Hansen's (regional furniture manager) complaint about the dirty condition of the department. (3)

Lets Frank know the order in which actions should be taken or dates by which they should be completed relative to the cleaning problem. (5)

Lets Frank know the order in which actions should be taken or dates by which they should be completed relative to the employee theft. (5)

Schedules a meeting with Mike to discuss the employee theft problem. (4)

Makes notes to self to deal with the employee theft problem in the future. (1)

Schedules a meeting with Lori to discuss the employee theft problem. (4)

Makes a note to deal with the customer complaint upon return. (1)

Schedules a meeting with Lori to discuss the customer complaint. (3)

Schedules a meeting with Frank (assistant) to discuss the customer complaint. (2)

Schedules a meeting with Frank (assistant) to discuss the Summer Sale. (4)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the Summer Sale. (5)

Makes a note to self to deal with the Summer Sale upon return. (1)

Notes the Managers' Meeting on his/her calendar. (1)

Schedules a meeting(s) with the offending staff to discuss the dress-code violation problem. (3)

Schedules a meeting with Sue Baker (personnel director) to discuss the Chandler appraisal/transfer problem. (3)

Makes notes to self to address the Chandler appraisal/transfer problem in the future. (1)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the Chandler appraisal/transfer problem. (5)

Makes notes to self to deal with the Valley Furniture cabinet request upon return. (1)

Problem Analysis: Breaking up a problem (e.g. item or issue) into its parts such that the parts can be examined for their importance, interrelationship, or need for additional information. (The scale value for an item is in parentheses.)

Recognizes the need to investigate whether other complaints of harassment have been made against Bill. (1)

Recognizes the need to question Bill about the harassment complaint. (1)

Recognizes the need to question Cindy about the harassment complaint. (1)

Has Frank (assistant) investigate the possibility of employee theft. (2)

Recognizes the relationship between Brenda Miller's complaint and the manager's suggestion that she be promoted to fill the opening for a Buyer. (5)

Will question Lori or have Frank (assistant) question Lori about the customer complaint. (2)

Recognizes the need to investigate the customer complaint further. (4)

Has someone check to ensure the Summer Sale ad is correct. (2)

Recognizes the relationship between the unavailable Val-U-Trac lights and their inclusion in the Summer Sales bulletin. (5)

Asks staff for suggestions on how to improve the department in response to the manager's request for this information. (2)

Recognizes the need to investigate the problem of the dress-code violations further. (1)

Investigates whether or not Phyllis can be spared for the day. (3)

Recognizes the conflict between Phyllis's time-off request and the Summer Sale dates. (5)

Checks Chandler's performance rating in response to his complaint and request for transfer. (3)

Recognizes the need to discuss the performance appraisal/transfer problem with Chandler. (4)

Asks Frank for input on the Chandler performance appraisal/transfer problem. (3)

Recognizes the need to investigate the possibility of other performance appraisal problems. (4)

Recognizes the relationship between the Training Workshop memo and the customer complaint against Lori. (4)

Recognizes the relationship between Valley Furniture's request to increase the cabinet order and the upcoming Managers' Meeting. (5)

Recognizes the relationship between Pat (store manager) asking about the possible promotion of Lori and Lori's last performance rating. (5)

Recognizes the relationship between Pat (store manager) asking about the possible promotion of Lori and the customer complaint. (5)

Has Frank (assistant) discuss with Pat (store manager) his suggestion of promoting Lori. (2)

Problem Solution: Providing actions, methods, or strategies that help in answering a problem. (The scale value for an item is in parentheses.)

Warns, plans to warn, or has Frank (assistant) warn Bill regarding the sexual harassment complaint. (5)

Describes a specific solution or plan to deal with the sexual harassment complaint. (5)

Makes arrangements to get lights to replace the Val-U-Trac lights. (5)

Recommends staff clean or replace items in response to the manager's complaint about the dirty condition of the department. (5)

Schedules a weekly cleaning inspection in response to the manager's complaint about the dirty condition of the department. (4)

Arranges to have security or Frank (assistant) watch Mike in response to Lori's report that he is stealing. (4)

Recommends changing Mike's hours so he is not working at closing time, in response to Lori's report that he is stealing. (5)

Has security strengthened in response to Lori's report that Mike has been stealing. (4)

Suggests offering Brenda Miller additional merchandise or a discount in response to her complaint about the delayed delivery of her sofa and rude treatment by Lori. (4)

Recommends immediate action against Lori in response to Brenda Miller's complaint about the delayed delivery of her sofa and rude treatment by Lori. (2)

Has the Val-U-Trac lights removed from the sales bulletin. (5)

Has Frank (assistant) make sure adequate stock is ordered for the Summer Sale. (4)

Makes sure or has Frank (assistant) make sure adequate staff is scheduled for the Summer Sale. (5)

Delegates the entire Summer Sale matter to Frank (assistant) without specific suggestions. (1)

Has Frank (assistant) enforce the dress code. (2)

Recommends immediate action against the employees accused of the dress-code violations. (3)

Delegates the entire matter of the dress-code violations to Frank (assistant) without specific suggestions. (1)

Okays the time-off request without assuring Phyllis can be spared for the day. (1)

Okays the time-off request after making sure Phyllis can be spared for the day. (4)

Recommends Phyllis arrange to trade time off with another employee in response to her request for a day off to attend the wedding of a friend. (2)

Has Frank (assistant) arrange to have someone else work for Phyllis in response to her request for a day off to attend the wedding of a friend. (3)

Refuses Phyllis's request for a day off to attend the wedding of a friend. (1)

Refers Phyllis to Frank (assistant) or the personnel department about taking the day off. (1)

Grants John Chandler's transfer. (2)

Suggests training program for Lori in response to Brenda Miller's complaint about the delayed delivery of her sofa and rude treatment by Lori. (4)

Suggests employees for the training in response to the Training Workshop memo. (2)

Protests Pat's (store manager) suggestion of promoting Lori. (1)

Suggests other employee(s) for possible promotion. (2)

Sensitivity: Responding to other's feelings, needs, and points of view; letting people know you are aware of their individual situations. (The scale value for an item is in parentheses.)

Acknowledges the sexual harassment problem for Cindy. (4)

Apologizes to Cindy for the sexual harassment problem. (1)

Thanks Lori for the information regarding the employee theft problem. (3)

Apologizes to the Brenda Miller (customer) for the delayed delivery of her sofa and her rude treatment by Lori (staff). (2)

Has Frank (assistant) apologize to Brenda Miller (customer) for the delayed delivery of her sofa or her rude treatment by Lori (staff). (5)

Written Communication: Conveying ideas and concepts to others. (The scale value for an item is in parentheses.)

Explains the problem of the sexual harassment complaint to Pat (store manager). (2)

Explains the consequences of sexual harassment to all staff in response to the sexual harassment complaint. (5)

Notifies Cindy of the meeting to discuss her sexual harassment charge. (3)

Notifies Cindy of the action taken in response to her sexual harassment charge. (5)

Notifies Bill of the meeting to discuss Cindy's sexual harassment charge. (1)

Explains the Val-U-Trac light problem to Pat (store manager). (2)

Notifies customers who have already purchased the Val-U-Trac lights of the problem with the switches. (4)

Notifies Pat Williams (store manager) of the Val-U-Trac light availability problem. (3)

Conveys the problem of the manager's complaint about the dirty condition of the department to the staff. (5)

Notifies Bill Hansen (regional manager) of the action taken regarding his complaint about the dirty condition of the department. (4)

Notifies Pat (store manager) of the manager's complaint about the dirty condition of the department. (1)

Explains the report of employee theft to Pat (store manager). (3)

Explains the consequences of theft to all staff in response to the report of employee theft. (5)

Conveys the report of employee theft to security. (4)

Has Frank (assistant) inform security of the report of employee theft. (1)

Conveys Brenda Miller's complaint to Pat (store manager). (1)

Writes a letter to Brenda Miller to explain any action taken. (5)

Notifies staff of the upcoming Summer Sale. (3)

Notifies Pat (store manager) of intent to attend the Managers' Meeting. (1)

Explains the dress code to all staff in response to the manager's complaint of violations. (4)

Notifies John Woods (assistant store manager) of action taken regarding the complaint of dress-code violations. (5)

Explains the dress code to the three violating staff members. (5)

Writes a memo or letter to Phyllis explaining any action regarding her request for a day off. (5)

Notifies Sue Baker (personnel director) of the plan to deal with the John Chandler appraisal/transfer problem. (2)

Notifies all staff of the upcoming Training Workshops. (2)

Notifies Pat Williams (manager) of the request by Valley Furniture to increase the order of their cabinets. (1)

Will contact John Peters regarding his request to increase the order of cabinets. (1)

Notifies Pat Williams (store manager) of any opinions on his suggestion of promoting Lori. (2)

APPENDIX C: TASK-ORDERED CHECKLIST

Sexual Harassment: The task involves a personal note to the manager from Cindy Adams, a female trainee alleging sexual harassment on the part of Bill Silverman, the male individual assigned to train her. She requests help from the department manager and states that she will file a complaint if the action is not stopped. (The dimension and scale value for an item are in parentheses.)

Recognizes the need to investigate whether other complaints of harassment have been made against Bill. (Problem analysis, 1)

Recognizes the need to question Bill about the harassment complaint. (Problem analysis, 1)

Recognizes the need to question Cindy about the harassment complaint. (Problem analysis, 1)

Acknowledges the sexual harassment problem for Cindy. (Sensitivity, 4)

Apologizes to Cindy for the sexual harassment problem. (Sensitivity, 1)

Postpones action on the sexual harassment complaint until return. (Planning and organizing, 1)

Schedules a date by which Frank (assistant) is expected to report back on anything he has done regarding the sexual harassment complaint. (Planning and organizing, 4)

Schedules a meeting with Cindy to discuss her sexual harassment complaint. (Planning and organizing, 5)

Schedules a meeting with Bill to discuss Cindy's harassment complaint. (Planning and organizing, 2)

Lets Frank (assistant) know the order in which actions should be taken, or dates by which they should be completed regarding Cindy's harassment complaint. (Planning and organizing, 5)

Warns, plans to warn, or has Frank (assistant) warn Bill regarding the sexual harassment complaint. (Problem solution, 5)

Describes a specific solution or plan to deal with the sexual harassment complaint. (Problem solution, 5)

Explains the problem of the sexual harassment complaint to Pat (store manager). (Written communication, 2)

Explains the consequences of sexual harassment to all staff in response to the sexual harassment complaint. (Written communication, 5)

Notifies Cindy of the meeting to discuss her sexual harassment charge. (Written communication, 3)

Notifies Cindy of the action taken in response to her sexual harassment charge. (Written communication, 5)

Notifies Bill of the meeting to discuss Cindy's sexual harassment charge. (Written communication, 1)

Val-U-Trac Lights: Involves a memo from the light supplier, informing the manager that light switches are faulty and may cause fires. Also states that lights will not be delivered as planned. (The dimension and scale value for an item are in parentheses.)

Schedules a meeting with Bill Hansen (regional furniture manager) to discuss the Val-U-Trac Light problem. (Planning and organizing, 4)

Prepares notes on the Val-U-Trac Light problem to remind self to act on upon return. (Planning and organizing, 1)

Makes arrangements to get lights to replace the Val-U-Trac lights. (Problem solution, 5)

Explains the Val-U-Trac light problem to Pat (store manager). (Written communication, 2).

Notifies customers who have already purchased the Val-U-Trac lights of the problem with the switches. (Written communication, 4)

Notifies Pat Williams (store manager) of the Val-U-Trac light availability problem. (Written communication, 3)

Quality Inspection: Involves a letter to the manager from Bill Hansen (regional furniture) manager complaining about the dusty, greasy furniture on display. Hansen demands the situation be rectified immediately. (The dimension and scale value for an item are in parentheses.)

Schedules a staff meeting to discuss the problem of Bill Hansen's (regional furniture manager) complaint about the dirty condition of the department. (Planning and organizing, 3)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the cleaning problem. (Planning and organizing, 5)

Recommends staff clean or replace items in response to the manager's complaint about the dirty condition of the department. (Problem solution, 5)

Schedules a weekly cleaning inspection in response to the manager's complaint about the dirty condition of the department. (Problem solution, 4)

Conveys the problem of the manager's complaint about the dirty condition of the department to the staff. (Written communication, 5)

Notifies Bill Hansen (regional manager) of the action taken regarding his complaint about the dirty condition of the department. (Written communication, 4)

Notifies Pat (store manager) of the manager's complaint about the dirty condition of the department. (Written communication, 1)

Employee Theft: Involves a note to the manager from Lori Thomas stating that Mike Cohen has taken at least 2 microwave ovens from the store at closing time. (The dimension and scale value for an item are in parentheses.)

Has Frank (assistant) investigate the possibility of employee theft. (Problem analysis, 2)

Thanks Lori for the information regarding the employee theft problem. (Sensitivity, 3)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the employee theft problem. (Planning and organizing, 5)

Schedules a meeting with Mike to discuss the employee theft problem. (Planning and organizing, 4)

Makes notes to self to deal with the employee theft problem in the future. (Planning and organizing, 1)

Schedules a meeting with Lori to discuss the employee theft problem. (Planning and organizing, 4)

Arranges to have security or Frank (assistant) watch Mike in response to Lori's report that Mike is stealing. (Problem solution, 4)

Recommends changing Mike's hours so he is not working at closing time, in response to Lori's report that he is stealing. (Problem solution, 5)

Has security strengthened in response to Lori's report that Mike has been stealing. (Problem solution, 4)

Explains the report of employee theft to Pat (store manager). (Written communication, 3)

Explains the consequences of theft to all staff in response to the report of employee theft. (Written communication, 5)

Conveys the report of employee theft to security. (Written communication, 4)

Has Frank (assistant) inform security of the report of employee theft. (Written communication, 1)

Customer Complaint: Involves a letter from Brenda Miller (a customer) who claims that she had ordered a sofa which had not been delivered when promised and that on calling the store to investigate, she was treated rudely by the salesperson, Lori Thomas. (The dimension and scale value for an item are in parentheses.)

Recognizes the relationship between Brenda Miller's complaint and the manager's suggestion that she be promoted to fill the opening for a Buyer. (Problem analysis, 5)

Will question Lori or have Frank (assistant) question Lori about the customer complaint. (Problem analysis, 2)

Recognizes the need to investigate the customer complaint further. (Problem analysis, 4)

Apologizes to Brenda Miller (customer) for the delayed delivery of her sofa and her rude treatment by Lori (staff). (Sensitivity, 2)

Has Frank (assistant) apologize to Brenda Miller (customer) for the delayed delivery of her sofa and her rude treatment by Lori (staff). (Sensitivity, 5)

Makes a note to self to deal with the customer complaint upon return. (Planning and organizing, 1)

Schedules a meeting with Lori to discuss the customer complaint. (Planning and organizing, 3)

Schedules a meeting with Frank (assistant) to discuss the customer complaint. (Planning and organizing, 2)

Suggests offering Brenda Miller additional merchandise or a discount in response to her complaint about the delayed delivery of her sofa and rude treatment by Lori. (Problem solution, 4)

Recommends immediate action against Lori in response to Brenda Miller's complaint about the delayed delivery of her sofa and rude treatment by Lori. (Problem solution, 2)

Conveys Brenda Miller's complaint to Pat (store manager). (Written communication, 1)

Writes a letter to Brenda Miller to explain any action taken. (Written communication, 5)

Summer Sales Bulletin: Involves a memo from Pat Williams (store manager) to the department manager announcing the summer sale and including an advanced copy of the newspaper advertisement listing sale items and prices as well as the dates of the sale. The sale items include the Val-U-Trac Lights (which will not be available) and the dates coincide with the time off requested by Phyllis (a staffer). (The dimension and scale value for an item are in parentheses.)

Has someone check to ensure the Summer Sale ad is correct. (Problem analysis, 2)

Recognizes the relationship between the unavailable Val-U-Trac lights and their inclusion in the Summer Sales bulletin. (Problem analysis, 5)

Schedules a meeting with Frank (assistant) to discuss the Summer Sale. (Planning and organizing, 4)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the Summer Sale. (Planning and organizing, 5)

Makes a note to self to deal with the Summer Sale upon return. (Planning and organizing, 1)

Has the Val-U-Trac lights removed from the sales bulletin. (Problem solution, 5)

Has Frank (assistant) make sure adequate stock is ordered for the Summer Sale. (Problem solution, 4)

Makes sure or has Frank (assistant) make sure adequate staff is scheduled for the Summer Sale. (Problem solution, 5)

Delegates the entire Summer Sale matter to Frank (assistant) without specific suggestions. (Problem solution, 1)

Notifies staff of the upcoming Summer Sale. (Written communication, 3)

Managers' Meeting: Involves a memo from Pat Williams (store manager) notifying the manager of a Dept. Managers' Meeting and that he/she should be prepared to address specific product sales, measures to improve the department, and methods of selecting non-managerial personnel for promotion to management-level positions. (The dimension and scale value for an item are in parentheses.)

Asks staff for suggestions on how to improve the department in response to the manager's request for this information. (Problem analysis, 2)

Notes the Managers' Meeting on his/her calendar.
(Planning and organizing, 1)

Notifies Pat (manager) of intent to attend the Managers' Meeting. (Written communication, 1)

Dress-Code Violations: Involves a memo from John Woods (assistant store manager) complaining of consistent dress-code violations by three members of the furniture department staff and requesting immediate action. (The dimension and scale value for an item are in parentheses.)

Recognizes the need to investigate the problem of the dress-code violations further. (Problem analysis, 1)

Schedules a meeting(s) with the offending staff to discuss the dress-code violation problem. (Planning and organizing, 3)

Has Frank (assistant) enforce the dress code. (Problem solution, 2)

Recommends immediate action against the employees accused of the dress-code violations. (Problem solution, 3)

Delegates the entire matter of the dress-code violations to Frank (assistant) without specific suggestions. (Problem solution, 1)

Explains the dress code to all staff in response to the manager's complaint of violations. (Written communication, 4)

Notifies John Woods (assistant store manager) of action taken regarding the complaint of dress-code violations. (Written communication, 5)

Explains the dress code to the three violating staffers. (Written communication, 5)

Time-Off Request: Involves a note to the manager from Phyllis (an employee) requesting time off to attend the wedding of a friend. The request coincides with the dates of the sale. (The dimension and scale value for an item are in parentheses.)

Investigates whether or not Phyllis can be spared for the day. (Problem analysis, 3)

Recognizes the conflict between Phyllis's time-off request and the Summer Sale dates. (Problem analysis, 5)

Okays the time-off request without assuring Phyllis can be spared for the day. (Problem solution, 1)

Okays the time-off request after making sure Phyllis can be spared for the day. (Problem solution, 4)

Recommends Phyllis arrange to trade time off with another employee in response to her request for a day off to attend the wedding of a friend. (Problem solution, 2)

Has Frank (assistant) arrange to have someone else work for Phyllis in response to her request for a day off to attend the wedding of a friend. (Problem solution, 3)

Refuses Phyllis's request for a day off to attend the wedding of a friend. (Problem solution, 1)

Refers Phyllis to Frank (assistant) or the personnel department about taking the day off. (Problem solution, 1)

Writes a memo or letter to Phyllis explaining the action. (Written communication, 5)

Performance Appraisal of Staffer: Involves a memo from Sue Baker (personnel director) reporting that a department employee (John Chandler) is unhappy with his most recent performance evaluation and has requested a transfer to another department. The memo requests input from the manager regarding this situation. (The dimension and scale value for an item are in parentheses.)

Checks Chandler's performance rating in response to his complaint and transfer request. (Problem analysis, 3)

Recognizes the need to discuss the performance appraisal/transfer problem with Chandler. (Problem analysis, 4)

Asks Frank for input on the Chandler performance appraisal/transfer problem. (Problem analysis, 3)

Recognizes the need to investigate the possibility of other performance appraisal problems. (Problem analysis, 4)

Schedules a meeting with Sue Baker (personnel director) to discuss the Chandler appraisal/transfer problem. (Planning and organizing, 3)

Makes notes to self to address the Chandler appraisal/transfer problem in the future. (Planning and organizing, 1)

Lets Frank know the order in which actions should be taken, or dates by which they should be completed relative to the Chandler appraisal/transfer problem. (Planning and organizing, 5)

Grants John Chandler's transfer. (Problem solution, 2)

Notifies Sue Baker (personnel director) of the plan to deal with the John Chandler appraisal/transfer problem. (Written communication, 2)

Training Workshops: Involves a memo from Pat Williams (store manager) notifying the manager of upcoming workshops on handling customer complaints and asks the manager to help in identifying employees who may benefit from the training. (The dimension and scale value for an item are in parentheses.)

Recognizes the relationship between the Training Workshop memo and the customer complaint against Lori. (Problem analysis, 4)

Suggests training program for Lori in response to Brenda Miller's complaint about the delayed delivery of her sofa and rude treatment by Lori. (Problem solution, 4)

Suggests employees for the training in response to the Training Workshop memo. (Problem solution, 2)

Notifies all staff of the upcoming Training Workshops. (Written communication, 2)

Valley Furniture Cabinet Request: Involves a letter from John Peters of Valley Furniture asking if the store would be interested in doubling its order for a specific kitchen cabinet. (The dimension and scale value for an item are in parentheses.)

Recognizes the relationship between Valley Furniture's request to increase the cabinet order and the upcoming Managers' Meeting. (Problem analysis, 5)

Makes notes to self to deal with the Valley Furniture cabinet request upon return. (Planning and organizing, 1)

Notifies Pat Williams (manager) of the request by Valley Furniture to increase the order of their cabinets. (Written communication, 1)

Will contact John Peters regarding his request to increase the order of cabinets. (Written communication, 1)

Buyer Promotion: Involves a memo from Pat Williams (store manager) informing the manager of an upcoming opening for a buyer and asks the manager what he/she thinks of Lori Thomas for the position. (The dimension and scale value for an item are in parentheses.)

Recognizes the relationship between Pat (store manager) asking about the possible promotion of Lori and Lori's last performance rating. (Problem analysis, 5)

Recognizes the relationship between Pat (store manager) asking about the possible promotion of Lori and the customer complaint. (Problem analysis, 5)

Has Frank (assistant) discuss with Pat (store manager) his suggestion of promoting Lori. (Problem analysis, 2)

Protests Pat's (store manager) suggestion of promoting Lori. (Problem solution, 1)

Suggests other employee(s) for possible promotion. (Problem solution, 2)

Notifies Pat Williams (store manager) of any opinions on his suggestion of promoting Lori. (Written communication, 2)

APPENDIX D: CUSTOMER ROLE PLAY

During the next 15 minutes you will be asked to participate in a role-play exercise. In this exercise you and another person will each assume a role (i.e., character) and act out a real-life situation. The exercise is designed to give you an opportunity to demonstrate your ability in a realistic job situation. Please behave as you would if the situation were real.

Manager Role Instructions

It is Tuesday, 5:00. You are the manager of a Forbes' Home Improvement and Decorating. Forbes is a small chain of stores in the state, but has a good reputation. The store is particularly crowded. A customer has just come in to the store and asked to speak to the person in charge. You walk over to speak to the customer.

As the store manager, you may handle this situation in any way you feel is appropriate. It is recommended that you act naturally as if the situation were real.

AT THIS TIME, IF YOU ARE CONFUSED ABOUT YOUR ROLE AS A MANAGER, PLEASE ASK FOR CLARIFICATION.

Customer Role Instructions

In assuming the role of the customer, you have two important responsibilities. First and foremost, you must maintain the confidentiality of the exercise. Second, it is crucial that each candidate who is role playing the manager receives equal treatment. This means that you must play the customer role with as much enthusiasm for the last candidate of the day as you did for the first. Similarly, you must be consistent in your role for all candidates.

Earlier this afternoon, you returned home from vacation expecting to find your living room and dining room redecorated to your specifications. What you found was nothing like you had requested or envisioned. The color scheme was completely wrong, the carpet was not what you had requested, and there was paint on some of your antique furniture. To make matters worse, you also found that an expensive Oriental vase was chipped. In sum, you are extremely angry and upset. Now, you are at Forbes' Home Improvement and Decorating to speak to the manager in charge.

Key Points

- You contracted this work with Forbes and have already paid for it.
- The contract was for \$4,000.
- The rooms look nothing like you had requested.
- Some expensive antique furniture and an Oriental vase were damaged. Together they are worth \$2,500.
- You are entertaining friends next week, and you are embarrassed by the appearance of the house.
- You want Forbes to redo the two rooms completely and replace the vase and the furniture.

Suggested Comments

1. At first act angry and upset. Say, "Your company has completely ruined my house!" "What are you going to do about it?" Don't say much at this point. Let the candidate ask you questions to obtain the information needed.

2. Let the candidate make some suggestions on how to resolve your problem. Then, demand that Forbes completely redo your two rooms and replace the damaged merchandise. Try to accept nothing less. Restoration of the furniture could not be done to your satisfaction.
3. If the candidate is having difficulty suggesting alternative solutions, say, "Can't you make a decision?" Also, continue to demand for the dining room and living room to be redone completely.
4. If the candidate questions the fact that Forbes' workers actually damaged the furniture or vase, ask the candidate if he/she is calling you a liar.
5. The intent of the exercise is to see how well the candidate can generate alternative solutions in a stressful situation. Therefore, let the candidate generate as many as possible. At some point, however, you must bring the conversation to a close. If the solution is not completely satisfactory, give in grudgingly.

APPENDIX E: EMPLOYEE ROLE PLAY

In this exercise you are Chris Harmon, store manager for KENDALL #66. KENDALL is a large chain of retail department stores. You have been the store manager for 3 years. There are 12 department managers who report directly to you. One of the standard policies of KENDALL #66 is to conduct semi-annual performance evaluation meetings with each of the department managers. One of the department managers is Pat Winchell.

Pat is the manager of the Lawn Furniture department. Pat was recently transferred to KENDALL #66 from KENDALL #15, which is a smaller volume store. Pat comes to KENDALL #66 with favorable recommendations from the KENDALL #15 store manager. In the past Pat has received especially good performance evaluation ratings. This is your first performance evaluation meeting with Pat, since Pat first joined KENDALL #66 4 months ago.

It has come to your attention that at certain times Pat has shown poor decision-making judgments. Pat has frequently made hasty decisions, based on assumptions and emotions, instead of relevant information. For example, Pat ordered picnic tables without checking last year's inventory records. This resulted in the underordering of much-needed merchandise. Also, Pat has repeatedly scheduled the same full-time employees to work weekend nights. This has lead to several employee complaints.

You have also noticed that there are a number of things in the department that don't get done, even though Pat works nearly 60 hours per week. Pat even works during off-hours to supervise the department. On one occasion you have observed that Pat does the work that a staffer should be doing. Some of the staffers in Pat's department have expressed their dissatisfaction with having so little responsibility, and you suspect that Pat is one of those people who has to do everything, rather than relying on the help of others.

In addition, you have been informed that Pat is often too demanding and does not display the patience and concern for others that the staffers desire. Pat, on at least one occasion, yelled at a staffer who did not remember if a piece of merchandise was still in stock. Moreover, two staffers have asked Pat to explain

how the inventory system works, and Pat only replied, "I suggest you find out soon."

Today is November 19, the day of your meeting with Pat. Your goal is to discuss Pat's performance evaluation and to resolve any problems. You may handle the situation any way that you feel is appropriate. Act as if the situation were real.

AT THIS POINT, IF YOU ARE UNCLEAR ABOUT YOUR ROLE, ASK FOR CLARIFICATION.

Pat Winchell Instructions

In assuming the role of Pat Winchell, you have two important responsibilities. First and foremost, you must maintain the confidentiality of the exercise. Second, it is crucial that each candidate who is role playing Chris Harmon receive equal treatment. This means that you must play Pat Winchell with as much enthusiasm for the last candidate of the day as you did for the first. Similarly, you must be consistent in your role for all of the candidates.

As Pat Winchell, you are a department manager who recently transferred from a smaller store. You believe in working hard and hold high standards. You have found working in the larger store to be demanding, but you believe that you have adjusted and done well. You have had some minor problems with the quality of performance provided by your new subordinates, but you have worked extra hours to correct the problems. You are meeting with your manager, Chris Harmon, to discuss your semi-annual performance evaluation. At the smaller store you received very good evaluations, and expect to receive a good evaluation for your work at the larger store.

Key Points

- You have managerial experience.
- You are a good worker, and your past evaluations confirm this.
- You desire to succeed, and you feel the best way to do this is by working hard.
- You realize that this store is more work than you first anticipated.
- You have attempted to give responsibility to others at the new store, but the outcomes did not meet your standards.
- You have frequently worked extra hours, without pay, in an effort to bring the department up to your expectations.
- You are about to be interviewed by the store manager, Chris Harmon, and expect to be complimented on your good job performance.

APPENDIX F: BARS FOR THE CUSTOMER ROLE PLAY

Problem Analysis

(The scale value for an anchor is in parentheses.)

Could be expected to identify which problems could be handled immediately and which problems require additional investigation. (5)

Could be expected to inquire whether the vase and coffee table were in the same room that the work was done. (4)

Could be expected to inquire with whom the customer had dealt. (3)

Could be expected to inquire when the customer wanted to have the work done. (2)

Could be expected to inquire whether the house is still like this, or fail to engage in problem analysis. (1)

Problem Solution

(The scale value for an anchor is in parentheses.)

Could be expected to decide that the work would be redone if the contract matches what the customer said. (5)

Could be expected to decide to redo the carpet and walls the next day. (4)

Could be expected to suggest that the company pay for a proportion of the damages done to the vase and coffee table. (3)

Could be expected to agree to take care of everything by the following week. (2)

Could be expected to advise the customer that he/she does not know what to do to remedy the situation, or fail to propose a solution. (1)

Sensitivity

(The scale value for an anchor is in parentheses.)

Could be expected to sympathize with the customer's desire to have the problem corrected immediately. (5)

Could be expected to assure the customer that he/she would work to get the matter resolved to the customer's satisfaction. (4)

Could be expected to ask if the customer is agreeable to the proposed solution. (3)

Could be expected to lose his/her patience with the customer and say that the customer is being unreasonable. (2)

Could be expected to annoy the customer by saying there isn't time to check into the matter now. (1)

Persuasiveness

(The scale value for an anchor is in parentheses.)

Could be expected to provide justifications for his/her inability to reach a decision that day. (5)

Could be expected to argue that it is impossible for him/her to make a decision without having all of the information. (4)

Could be expected to argue that because the vase was not broken when the customer left for vacation is not proof that the employees damaged it. (3)

Could be expected to argue that there are two sides to every story. (2)

Could be expected to urge the customer not to give him/her a hard time, or fail to engage in persuasive behavior. (1)

Perseverance

(The scale value for an anchor is in parentheses.)

Could be expected to refuse to yield to the customer's demand for an immediate resolution of issues involving the vase and coffee table. (5)

Could be expected to maintain the position that the mere fact that the customer did not damage the coffee table and vase is not proof that the employees did the damage. (4)

Could be expected to continue to defend the integrity of the employees. (3)

Could be expected initially to withstand the customer's demands and subsequently to yield. (2)

Could be expected to yield immediately to all of the customer's demands. (1)

APPENDIX G: BARS FOR THE EMPLOYEE ROLE PLAY

Problem Analysis

(The scale value for an anchor is in parentheses.)

Could be expected to relate the employee's lack of patience in dealings with subordinates to the employee's long hours. (5)

Could be expected to ask whether subordinates were told about the employee's standards. (4)

Could be expected to ask what the employee thinks could be done to improve relations with the employee's subordinates. (3)

Could be expected to ask whether the employee has any questions about job responsibilities. (2)

Could be expected to inquire whether the employee had ever received any complaints from subordinates, or fail to engage in problem analysis. (1)

Problem Solution

(The scale value for an anchor is in parentheses.)

Could be expected to outline what the employee should have done, when discussing problem areas. (5)

Could be expected to suggest that the employee show subordinates what to do rather than the employee doing it. (4)

Could be expected to suggest that the employee sit down with subordinates and attempt to develop a better working relationship. (3)

Could be expected to recommend that the employee try delegating more responsibility to subordinates. (2)

Could be expected to suggest that a goal could be obtained, without specifying the manner in which it could be accomplished, or fail to propose solutions to the problems. (1)

Sensitivity

(The scale value for an anchor is in parentheses.)

Could be expected to express the desire to work with the employee to remedy the problems. (5)

Could be expected to compliment the employee for feelings of job responsibility. (4)

Could be expected to acknowledge that the employee's past performance appraisals were good. (3)

Could be expected to acknowledge that a lot of employees are apprehensive about the appraisal process. (2)

Could be expected to convey the impression in asking questions that the employee is guilty until proven innocent. (1)

Persuasiveness

(The scale value for an anchor is in parentheses.)

Could be expected to argue that if the employee delegated more to subordinates the employee would have more time to devote to other responsibilities. (5)

Could be expected to argue that the company could better utilize the employee if the employee were to spend less time on mundane tasks. (4)

Could be expected to argue that the problems would continue to grow unless they were dealt with early. (3)

Could be expected to argue that the employee's subordinates expect to be given direction. (2)

Could be expected to urge the employee to take some time off for relaxation, or fail to engage in persuasive behavior. (1)

Perseverance

(The scale value for an anchor is in parentheses.)

Could be expected to maintain that the employee was responsible for ordering a sufficient amount of merchandise. (5)

Could be expected to persist by asking whether the employee attempted to find out if subordinates know what

is expected of them. (4)

Could be expected to persist in recommending implementation of the employee's suggestions despite the employee's protests of being not at fault for the incidents. (3)

Could be expected to give in and tell the employee of plans to give the employee an "above average" rating. (2)

Could be expected to yield to all excuses provided by the employee. (1)

APPENDIX H: BEHAVIORAL CHECKLIST FOR THE CUSTOMER
ROLE PLAY

Problem Analysis

(The scale value for an item is in parentheses.)

- Inquires when the work was contracted. (4)
- Inquires with whom the customer had dealt. (3)
- Identifies the need to check with the records/contract. (5)
- Inquires whether anyone else had access to the house. (4)
- Inquires whether the customer has an appraisal for the vase. (3)
- Identifies which problems can be handled immediately and which problems require additional investigation. (5)
- Identifies the need to determine whether the store has raw materials in stock to redo the job. (2)
- Inquires whether the customer has any pets. (1)
- Inquires when the customer wanted to have the work done. (2)
- Asks for the customer's telephone number. (1)
- Inquires whether the house and contents are still damaged. (1)
- Identifies the need to talk to the employees to get their side of the story. (5)
- Inquires whether the vase and coffee table were in the same room that the work was done. (4)
- Inquires whether the customer has receipts for the vase and coffee table. (3)
- Inquires as to a convenient time to see the house. (2)

Problem Solution

(The scale value for an item is in parentheses.)

Establishes a specific time by which the customer can expect a decision. (4)

Decides that the work will be redone if the contract matches what the customer said. (5)

Agrees to fix/repair the vase and coffee table if the customer's neighbor had no knowledge of the items being broken previously. (5)

Establishes a date when the customer will be reimbursed for the damage done to the vase and coffee table. (3)

Suggests that the coffee table may be refinished rather than replaced. (3)

Advises that he/she will put the customer in touch with the firm's insurance company so that the customer can be compensated for the damage done to the coffee table and vase. (4)

Advises that he/she may be able to write a check to the customer for the coffee table and vase at some point in the future. (2)

Agrees to take care of everything by the following week. (2)

Says that he/she will take care of the coffee table and vase but fails to specify an action plan to the customer. (1)

Advises that he/she does not know what can be done to remedy the situation. (1)

Suggests that an appointment be set to look at the customer's home. (3)

Decides to repaint and recarpet the room. (5)

Agrees to take care of the vase and coffee table one way or another. (1)

Agrees to visit the customer's home the following day to inspect the damage. (4)

Advises that the customer will probably receive a check

for the vase and coffee table. (2)

Sensitivity

(The scale value for an item is in parentheses.)

Expresses sympathy for the problems created for the customer. (5)

Acknowledges the legitimacy of the customer's anger. (5)

Annoys the customer by saying there is not time to check into the matter now. (1)

Assures the customer that he/she will take care of the customer's problem personally. (4)

Says that he/she isn't playing games with the customer. (3)

Says that the customer is being stubborn. (1)

Indicates that he/she trusts the customer. (4)

Loses his/her patience and says that the customer is being unreasonable. (2)

Expresses desire to satisfy the customer. (4)

Thanks the customer for bringing the matter to his/her attention. (2)

Asks if the customer is agreeable to the proposed solution. (3)

Listens attentively to the customer. (3)

Annoys the customer by saying that the store is about to close. (1)

Assures the customer that he/she will work to get the matter resolved to the customer's satisfaction. (5)

Annoys the customer by telling the customer a second time to calm down. (2)

Persuasiveness

(The scale value for an item is in parentheses.)

Provides justifications for his/her inability to reach a decision that day. (5)

Argues that it is impossible to make a decision without having all of the information. (5)

Argues that there are two sides to every story. (2)

Argues that it is necessary to talk to the employees who did the redecorating. (5)

Argues that it is not certain that the employees will deny any wrongdoing. (2)

Argues that it is not certain that the employees damaged the coffee table and vase. (2)

Argues that the vase and coffee table could have been ruined before the workers arrived. (3)

Urges the customer to give the employees a chance. (3)

Argues that the customer has to prove that the employees did the damage. (1)

Urges the customer not to give him/her a hard time. (1)

Argues that it is necessary to find out which employees worked on the job. (3)

Argues that the fact that the vase was not broken when the customer left was not proof that the employees damaged it. (3)

Argues that it is necessary to check with the other persons involved. (4)

Attempts to convince the customer that he/she can't just believe the customer's story. (2)

Justifies his/her refusal to decide by pointing out that it was not possible to talk to the employees that day. (4)

Perseverance

(The scale value for an item is in parentheses.)

Maintains that the customer must prove his/her case.
(4)

Adheres to the position that no decision will be made
until more information is obtained. (5)

Yields and changes the decision to one more favorable to
the customer. (2)

Resists pressure from the customer and advises that
if the company were not at fault for the paint and
carpeting, they would be redone at the customer's
expense. (4)

Refuses to yield to the customer's demand for an
immediate resolution of issues involving the vase and
coffee table. (5)

Maintains his/her position that the mere fact that the
customer did not damage the coffee table and vase is not
proof that the employees did. (4)

Fails to maintain his/her position and offers to make
any type of restitution the customer desires. (1)

Initially withstands the customer's demands and
subsequently yields. (2)

Maintains that the store cannot be responsible for
damage not done by the employees. (3)

Yields and states that if it is the customer's word
against the employees', the customer will be assumed to
be correct. (1)

Refuses to be intimidated by the customer and advises
that the customer would only get what was on the
contract. (5)

Refuses to back down when the customer complains of
being treated unfairly. (4)

Fails to maintain his/her position and changes it two or
more times. (1)

Continues to defend the integrity of the employees. (3)

Refuses to promise that the work will be redone in a week. (3)

Refuses to yield to the customer's demands but offers a compromise. (3)

APPENDIX I: BEHAVIORAL CHECKLIST FOR THE EMPLOYEE
ROLE PLAY

Problem Analysis

(The scale value for an item is in parentheses.)

Inquires whether the employee has had any problems adjusting to the store. (1)

Relates the employee's lack of patience in dealing with subordinates to the employee's long hours. (5)

Inquires as to the reason the employee works so many hours. (1)

Inquires whether the employee has any questions about job responsibilities. (2)

Investigates how the employee took care of the problem when subordinates didn't do work or didn't do it well. (5)

Inquires whether the employee's subordinates needed more training. (3)

Inquires whether the employee consulted subordinates regarding their scheduling preferences. (4)

Asks the employee whether there is anything that he would like to bring up. (1)

Inquires whether the employee checked last year's inventory before ordering the picnic tables. (5)

Inquires whether the employee had ever received any complaints from his subordinates. (1)

Relates the employee's adjustment to the new store to the problems that the employee is experiencing. (5)

Inquires whether there is a reason why the employee always schedules the full-time employees for weekend nights. (4)

Inquires what the employee has to say about a complaint. (2)

Asks what the employee thinks could be done to improve the employee's relations with subordinates. (3)

Inquires about what the employee believes is the reason that subordinates are not doing their work. (3)

Problem Solution

(The scale value for an item is in parentheses.)

Outlines what the employee should have done when describing errors. (5)

Recommends that the employee try delegating more responsibility to subordinates. (1)

Suggests that the employee hand out note cards with responsibilities listed on them to subordinates as a solution to the delegation problem. (3)

Suggests that the employee might want to share knowledge with subordinates so they have a better understanding of how the company works. (3)

Recommends that the employee exert more authority and let the staffers know who is boss. (1)

Suggests that the employee is going to have to develop better communications with subordinates. (2)

Suggests that the employee needs to take time to do a better job on scheduling and ordering. (2)

Suggests that the employee explain to the staffers how the inventory system works. (5)

Suggests that if the staffers did not want to work nights and weekends that the employee should rotate them. (5)

Suggests that the employee sit down with subordinates and attempt to develop a better working relationship. (3)

Outlines action plans for employee development. (5)

Suggests that a goal could be obtained without specifying the manner in which it could be accomplished. (1)

Suggests that the employee talk with subordinates and find out how they feel about working nights and weekends. (4)

Suggests that the employee show subordinates what to do rather than the employee doing it. (4)

Suggests that the employee could threaten to reduce the hours of the staffers if they did not do their jobs. (1)

Sensitivity

(The scale value for an item is in parentheses.)

Puts the employee at ease by acknowledging that the employee's past performance appraisals were good. (3)

Indicates that he/she is impressed by all of the hours the employee has been working. (4)

Supports the employee by saying that he/she wants to help make the employee's performance even better. (5)

Listens intently to what the employee has to say. (1)

Acknowledges that it is difficult to turn over responsibility. (4)

Acknowledges the difficulty of adjusting to a larger store. (4)

Conveys the impression that the employee is guilty until proven innocent. (1)

States that he/she has confidence in the employee. (5)

Asks how the employee feels of the issues that had been discussed. (2)

Doesn't thank the employee at the conclusion of the interview. (1)

Puts the employee at ease by asking how the employee likes being at the new store. (3)

Says that the employee is ultimately responsible for ensuring that all of the work is done properly. (1)

Acknowledges that a lot of employees are apprehensive about the appraisal process. (2)

Expresses the desire to work with the employee to remedy the problems. (5)

Compliments the employee for feelings of job responsibility. (4)

Persuasiveness

(The scale value for an item is in parentheses.)

Argues that the employee may burn out if his/her current pace is maintained. (4)

Argues that the problems would continue to grow unless they were dealt with early. (3)

Urges the employee to work on paying more attention to detail. (1)

Argues that if the employee delegated more to subordinates the employee would have more time to devote to other responsibilities. (5)

Argues that the company could better utilize the employee if the employee spent less time on mundane tasks. (4)

Provides justifications on why the staffers were not taking advantage of the open door policy. (3)

Argues that the employee's subordinates expect to be given direction. (2)

Argues that the employee has complete authority in his/her department and should deal with subordinates accordingly. (3)

Argues that the expense associated with discharging the present staffers and hiring new ones is too high to justify this alternative. (5)

Urges the employee to take some time off for relaxation. (1)

Argues that it is a supervisor's job to develop subordinates. (3)

Urges the employee to be more careful in scheduling subordinates. (1)

Urges the employee to delegate authority and not to do the work of subordinates.. (2)

Argues that if the employee trains subordinates the employee won't have to worry when away from the job. (4)

Justifies the need to resolve a problem by noting that the employee's errors have cost the company money. (5)

Perseverance

(The scale value for an item is in parentheses.)

Maintains that the employee may not be as open to subordinates as he/she thinks. (2)

Yields to all excuses provided by the employee. (1)

Maintains that the employee's excuse does not explain his/her behavior. (2)

Fails to continue discussions concerning a problem after the employee provides an implausible excuse. (1)

Maintains that the employee was responsible for ordering a sufficient amount of merchandise. (5)

Maintains that part of the employee's responsibility is to handle problems with the performance of subordinates. (5)

Persists by asking whether the employee attempted to find out if subordinates know what is expected of them. (4)

Maintains that it is the employee's job to ensure that subordinates accept the additional responsibility. (4)

Gives in and tells the employee of plans to give the employee an above average rating. (1)

Maintains position regarding the rating despite the earlier comment indicating that the employee deserved a higher rating. (3)

Changes position and tells the employee that he/she is pleased with the employee's performance. (1)

Maintains that checking the previous year's records before ordering was the normal course of action in business. (4)

Maintains that there may be a problem with the manner in which the employee asks subordinates to perform a task. (4)

Persists in recommending that the employee implement suggestions despite the employee's protests of being not at fault. (3)

Adheres to position concerning the employee's performance and says that action would have to be taken against the employee if performance did not improve by the next evaluation. (2)

APPENDIX J: ASSIGNED-ROLE LEADERLESS GROUP DISCUSSION

You are one of six departmental directors for the PRISM rubber company. PRISM is a refiner and manufacturer of rubber-based products (e.g., automobile tires, shoe soles). You have been chosen to take part in an innovative, budget-planning program involving participative decision-making. Participative decision-making has been shown to increase job satisfaction and team building. Six departments (i.e., Research and Development, Data Processing, Public Relations, Marketing, Human Resources, and Accounting and Finance) were chosen because they represent the support departments for PRISM. If the program is successful, it will be extended to all departments within the company.

In the past, management has allocated departmental budgets based on past performance and future needs. This new program is designed to let department heads determine their budgets. You will be provided with summary information for your department and the remaining five departments. Your task during the budget planning meeting is to obtain the largest amount of the total budget as possible for your department and at the same time help the committee to develop a budget that is satisfactory to all committee members. The total budget to be divided is six million dollars.

This committee must reach a written decision in 45 minutes, or management will resume responsibility for budget allocation. Your objectives:

1. Obtain the largest amount of the total budget as possible for your department.
2. Help the committee to develop a budget that is satisfactory to all the committee members.

ACCOUNTING AND FINANCE

Purpose of Department: To maximize the financial status of the organization. This department is responsible for maintaining a balance between accounts receivable and business expenses. This department is also responsible for making investments.

SUMMARY INFORMATION

Last Year's Budget:	\$300,000.
Significant Contributions to the <u>Organization</u> in the past year:	Investment in plastics stock was moderately successful.
Current Departmental Projects:	Currently undergoing IRS audit. COST TO DEPT: Uncertain.
Departmental Efficiency:	Spent all of allocated funds.
Departmental Personnel Problems:	Several complaints of "burnout" among accountants. Absenteeism is high. COST TO DEPT: \$30,000.
Departmental Renovation:	Last remodeled in 1978. COST TO DEPT: \$76,000, for 1986 remodeling.
Departmental Goals:	Need more personal computers to upgrade accounting systems. COST TO DEPT: \$30,000. PROJECTED BENEFIT: Increased storage, accuracy and security.
Departmental Size/Growth:	5/2; add 1 accountant and 1 financial analyst. COST TO DEPT: \$75,000. PROJECTED BENEFIT: Increased efficiency.

MARKETING

Purpose of Department: To identify and attract new consumers and to maintain the established consumers. This department surveys consumer attitudes and their perceptions of products and services. This department also forecasts future product consumption and potential markets.

SUMMARY INFORMATION

Last Year's Budget:	\$1,100,000.
Significant Contributions to the <u>Organization</u> in the past year:	Most recent marketing was unsuccessful.
Current Departmental Projects:	Celebrity endorsements. COST TO DEPT: \$175,000. PROJECTED BENEFIT: Increased market share.
Departmental Efficiency:	Spent all of its allocated funds.
Departmental Personnel Problems:	No problems.
Departmental Renovation:	Offices remodeled in 1979; have outgrown physical space. COST TO DEPT: \$75,000. PROJECTED BENEFIT: Remodeling will allow reorganization of department yielding increased efficiency.
Departmental Goals:	Develop marketing strategy aimed at European consumers. COST TO DEPT: \$200,000. PROJECTED BENEFIT: Establish international market.

Departmental
Size/Growth:

13/2; add 1 market researcher
and 1 market analyst.
COST TO DEPT: \$65,000.
PROJECTED BENEFIT: More
accurate strategy development
for overseas market.

DATA PROCESSING

Purpose of Department:

To provide computer resources
throughout the organization.
For example, record-keeping,
payroll, and inventory
control. This department is
one of the primary support
systems of the organization.
All organizational
information is channeled
through Data Processing.

SUMMARY INFORMATION

Last Year's Budget:

\$550,000.

Significant Contributions
to the Organization
in the past year:

Computerized all personnel
records.
PROJECTED BENEFIT: Greater
accessibility to information.

Current Departmental
Projects:

Not Applicable.

Departmental
Efficiency:

5% overbudget each of last 4
years.

Departmental
Personnel Problems:

Several overqualified staff
members.
COST TO DEPT: \$60,000 to
transfer and replace these
individuals.

Departmental
Renovation:

Need increased computer
capacity.
COST TO DEPT: \$220,000.
PROJECTED BENEFIT: Increased
memory; greater capabilities.

Departmental Goals: Train all staff members in usage of new software.
COST TO DEPT: \$65,000.
PROJECTED BENEFIT: Increased productivity; career development.

Departmental Size/Growth: 20/3; add 3 data-processors.
COST TO DEPT: \$45,000.
PROJECTED BENEFIT: Scheduling flexibility; decreased work-load.

PUBLIC RELATIONS

Purpose of Department: To project a favorable corporate image to the general public. This can be done by sponsoring community events, maintaining a pro-environmental stance, and establishing programs for the disadvantaged. This department represents the link between the consumer and the organization. By promoting the "goodness" of the organization, it is hoped that the consumers will buy PRISM products.

SUMMARY INFORMATION

Last Year's Budget: \$900,000.

Significant Contributions to the Organization in the past year: Received award from Chamber of Commerce for outstanding community service.

Current Departmental Projects: Sponsoring scholarships for local high school students.

Departmental Efficiency: Overbudget by 30% in 3 of last 4 years.

Departmental Personnel Problems: Top personnel are overpaid.
COST TO DEPT: \$52,000.

Departmental
Renovation:

Offices remodeled in 1983;
requesting remodeling for
1986 to upgrade furniture and
carpeting.
COST TO DEPT: \$55,000.
PROJECTED BENEFIT: Image up-
keep.

Departmental Goals:

Sponsor major sports events.
COST TO DEPT: \$215,000.
PROJECTED BENEFIT: National
exposure.

Departmental
Size/Growth:

12/2; add two secretaries.
COST TO DEPT: \$35,000.
PROJECTED BENEFIT: Clerical
support.

HUMAN RESOURCES

Purpose of Department:

To make efficient and
effective use of employees.
This department is
responsible for recruitment,
selection, placement,
training, and compliance with
Equal Employment Opportunity
(EEO) Commission guidelines.
This department attempts to
increase employee
productivity and improve the
quality of worklife thereby
increasing satisfaction and
decreasing absenteeism and
turnover.

SUMMARY INFORMATION

Last Year's Budget:

\$600,000.

Significant Contributions
to the Organization
in the past year:

Developed a new clerical
selection system.

Current Departmental
Projects:

Stress management program for
first-line supervisors.
COST TO DEPT: \$25,000.
PROJECTED BENEFIT: Increase
employee health and
satisfaction.

Departmental
Efficiency:

Over budget 10% last year.

Departmental
Personnel Problems:

Lack of perceived advancement
opportunities.
COST TO DEPT: Decreased
morale.

Departmental
Renovation:

No request.

Departmental Goals:

Implement pay-for-performance
program.
COST TO DEPT: \$77,000.
PROJECTED BENEFIT: Higher
quality of work due to added
incentives.

Departmental
Size/Growth:

12/3; add one training
specialist, one personnel
psychologist and one
compensation specialist.
COST TO DEPT: \$100,000.
PROJECTED BENEFIT: Increase
potential labor market.

RESEARCH AND DEVELOPMENT

Purpose of Department:

To design and construct new
or improved products and
technologies with the goals
of increasing the
organization's share of the
consumer market and
efficiency. This department
is also responsible for
meeting Government standards
concerning product safety and
quality control.

SUMMARY INFORMATION

Last Year's Budget:	\$750,000.
Significant Contributions to the <u>Organization</u> in the past year:	Developed new recycling process to reduce waste in tire manufacturing.
Current Departmental Projects:	Currently bidding for Governmental contracts to develop tires for advanced jet aircraft.
Departmental Efficiency:	Spent 97% of budget last year.
Departmental Personnel Problems:	Lost top three researchers to competitors. COST TO DEPT: Innovative ideas lost to competition.
Departmental Renovation:	Currently shares space with marketing department. Requests separate research facility. COST TO DEPT: \$275,000. PROJECTED BENEFIT: Greater sense of autonomy/identity.
Departmental Goals:	Purchase chemical analysis unit. COST TO DEPT: \$125,000. PROJECTED BENEFIT: Increase output by 10%.
Departmental Size/Growth:	11/2; add 2 researchers to offset the loss to competition. COST TO DEPT: \$95,000. PROJECTED BENEFIT: Resume "full" staff status.

APPENDIX K: NONASSIGNED-ROLE LEADERLESS GROUP DISCUSSION

Each of you is a member of the Baldwin Hills city council. The city council is the decision-making body for Baldwin Hills, a rapidly developing northeastern city of approximately 500,000 people.

In recognition of this expansion, the state legislature has conditionally allocated funds for land development in Baldwin Hills. In order to receive these funds, this council must present a proposal to the state legislature that delineates how the land will be used. The plot of land is approximately 50 yards x 75 yards in size. It is located on the edge of the commercial district of the city bordered by a middle class neighborhood and the downtown area.

This proposal must be a consensus decision. ALL MEMBERS MUST AGREE ON THE PROPOSED DEVELOPMENT. If a consensus decision is not reached by the end of the meeting (30 minutes), the state legislature will revoke its offer.

Listed below is a set of land development proposals that have been suggested to the city council. From this list, a consensus decision must be reached in order to receive funding. Only one option is to be selected. Proposals must be accepted in their present form.

1. Counseling Center: The center will provide various services to the city including alcohol and drug counseling and rehabilitation. City statistics indicate that substance abuse is increasing across several age groups. Despite the need for this service, local residents have voiced strong concern against the center since it will also function as an in-house facility for psychiatric patients. This facility will be maintained by state funding.

2. Animal Shelter: This facility will provide various pet care services including spading/neutering, temporary housing (kennel) and veterinary practices (shots, medical attention). Currently, Baldwin Hills does not have an animal care facility, but the city has contracted the services of Springville, a neighboring city. However, this contract will expire at the end of the year and Springville has decided not to renew the contract. This facility will be financed by county funds.

Residents, however, do not want the animal shelter because of the potential problems with noise and odor.

3. Gas-N-Go: A small chain of combined gas stations and mini-markets offered \$290,000 for the property in order to build one of its stores. The primary reason for the offer by Gas-N-Go is to block potential competition. Despite generating additional revenue, residents feel this would be a poor use of the property because services are already available in the community.

4. Youth Center: This center provides a site where adolescents can meet for recreational purposes such as basketball, and swimming. This is targeted for lower socioeconomic youths, who are primarily blacks and hispanics. There is a clear need for programs aimed at disadvantaged youths. However, an expressed fear is that this may create racial tension in the area because of boundary disputes. Charitable contributions have been pledged to ensure future operations.

5. Low Rent Apartment Complex: This complex will provide housing for many low income families in Baldwin Hills. This is needed to accommodate Baldwin Hills' increasing population needs. Many residents argue, however, that this will reduce property values and increase crime rates.

6. Women's Social Services: Social Services National, Inc. has proposed a 3-year lease to establish a women's social service complex. This would provide career workshops, counseling in birth control and abortion, and probably an abortion clinic. This proposal has been harshly criticized by the religious community.

7. Jewish Synagogue and Cultural Center: The Jewish contingency of Baldwin Hills has expressed a desire for a new synagogue and cultural center. Their present synagogue is old and too small for the congregation. The adjoining cultural center will house various works of art, and offer classes in arts and craft and continuing education. The synagogue is willing to pay \$90,000 for the land.

8. Community Parking Tower: As a result of Baldwin Hills' rapid growth, a city parking tower has been

proposed. It will alleviate traffic and parking congestion. Residents view the parking garage as inappropriate, and feel it will be an eye-sore.

9. Off-Track Betting Location: This facility will allow local residents of Baldwin Hills to bet money on horse racing events. Off-track betting offers a convenient alternative for Baldwin Hills' residents who would otherwise attend the race track, and it would be a steady source of income for the city. Ten percent of the net profits will go to the public school system. A popular belief in Baldwin Hills is that off-track betting will attract and foster the criminal element.

APPENDIX L: BARS FOR ASSIGNED-ROLE LEADERLESS
GROUP DISCUSSION

Initiative

(The scale value for an anchor is in parentheses.)

Could be expected to propose that each department first mention their departmental budget totals, then explain the need for the money, then make compromises on their budgets. (5)

Could be expected to propose that the departments prioritize their budgets. (4)

Could be expected to be actively involved in the discussion. (3)

Could be expected to propose that another department should make cuts in their budget. (2)

Could be expected to propose a method to organize the discussion that is inefficient, or initiative was not observed. (1)

Problem Analysis

(The scale value for an anchor is in parentheses.)

Could be expected to integrate the requests of different departments. (5)

Could be expected to identify problems that affect the entire organization. (4)

Could be expected to identify the justifications for and against the budgeting of a program or need. (3)

Could be expected to inquire about other members' views to gain more information. (2)

Could be expected not to recognize some of the problems in his/her own department, or problem analysis was not observed. (1)

Sensitivity

(The scale value for an anchor is in parentheses.)

Could be expected to support the departmental representatives (they know more about their departments than do the other members). (5)

Could be expected to acknowledge the views and opinions of the other members. (4)

Could be expected to acknowledge that he/she must work with the other members. (3)

Could be expected not to support some of the requests from other departments since these departments have had failures in the past. (2)

Could be expected to downplay the validity of the other members' criticisms, or sensitivity was not observed. (1)

Oral Communication

(The scale value for an anchor is in parentheses.)

Could be expected to present each request of his/her department in a "step-by-step" procedure. (5)

Could be expected to answer questions clearly that were raised by other members. (4)

Could be expected to convey all his/her departmental needs and requests. (3)

Could be expected to present his/her department's percentage of last year's overall budget. (2)

Could be expected to present unnecessary or inaccurate information, or communication was not observed. (1)

Persuasiveness

(The scale value for an anchor is in parentheses.)

Could be expected to justify his/her department's importance to the organization. (5)

Could be expected to justify how his/her departmental requests will benefit the other members' departments. (4)

Could be expected to justify how his/her departmental requests will benefit his/her department. (3)

Could be expected to attempt to influence other members to cut their budgets by supporting some of their departments' requests. (2)

Could be expected to use illogical justifications to support or criticize a request, or persuasiveness was not observed. (1)

APPENDIX M: BARS FOR NONASSIGNED-ROLE LEADERLESS
GROUP DISCUSSION

Initiative

(The scale value for an anchor is in parentheses.)

Could be expected to propose various methods to organize the meeting. (5)

Could be expected to propose to the other members that an option be ruled out if they all agree. (4)

Could be expected to keep the discussion moving on to other options. (3)

Could be expected to propose that the options that are initially chosen will be discussed later. (2)

Could be expected to control the discussion by speaking frequently, or initiative was not observed. (1)

Problem Analysis

(The scale value for an anchor is in parentheses.)

Could be expected to compare the problems of two or more options to each other. (5)

Could be expected to identify the possible future problems that may result if an option is not chosen. (4)

Could be expected to identify the need for future funding of some options. (3)

Could be expected to question others to obtain more information. (2)

Could be expected not to refer to the information on the summary sheet when choosing an option, or problem analysis was not observed. (1)

Sensitivity

(The scale value for an anchor is in parentheses.)

Could be expected to want to choose an option that will benefit the most residents. (5)

Could be expected to acknowledge the opposing views of the other members. (4)

Could be expected to acknowledge the need for everyone to be satisfied with the final choice. (3)

Could be expected to downplay some of the residents' concerns. (2)

Could be expected to downplay the knowledge of others on a particular option, or sensitivity was not observed. (1)

Oral Communication

(The scale value for an anchor is in parentheses.)

Could be expected to summarize the pros and cons of the group's choice. (5)

Could be expected to use examples to clarify the discussion. (4)

Could be expected to clarify the options chosen by the other members. (3)

Could be expected to clarify the final vote. (2)

Could be expected to convey irrelevant information, or communication was not observed. (1)

Persuasiveness

(The scale value for an anchor is in parentheses.)

Could be expected to give numerous justifications for or against an option. (5)

Could be expected to justify an option through using past experiences. (4)

Could be expected to rationalize that the Youth Center should be built on a larger plot of land. (3)

Could be expected to argue against the Counseling Center as an in-patient facility. (2)

Could be expected to use inaccurate information to justify his/her views, or persuasiveness was not observed. (1)

APPENDIX N: BEHAVIORAL CHECKLIST FOR ASSIGNED-ROLE
LEADERLESS GROUP DISCUSSION

Initiative

(The scale value for an item is in parentheses.)

Proposes an effective method to organize the discussion.
(4)

Introduces the method of questioning other members to
clarify their budgets. (3)

Proposes that each department first mention their
departmental budget totals, then explain the needs for
the money, then make compromises on their budgets. (5)

Proposes that they decide on departmental budgets by
examining the requests of the department, its past
performance, and its future needs. (5)

Proposes that each department get a 40% increase over
last year's budgets. (2)

Proposes that each department give their requested
budget, calculate an overall total, and then make budget
cuts. (5)

Generates calculations for the revised budgets. (3)

Keeps the discussion moving by moving on to other
departments. (4)

Proposes issues that have already been discussed. (1)

Proposes that another department, besides his/hers,
should make cuts in their budget. (2)

Does not actively participate in the discussion. (1)

Proposes to run the meeting using a method that is
inefficient. (1)

Proposes that the departments prioritize their budgets.
(4)

Proposes that the members do not allocate all the
available funds; suggests placing some funds in a
"kitty" or "pot." (2)

Becomes actively involved in the discussion. (3)

Problem Analysis

(The scale value for an item is in parentheses.)

Identifies the percentage increase of his/her budget over last year's departmental budget. (3)

Identifies that some departments were underbudget in the past. (3)

Inquires about information that is on the summary sheet. (2)

Identifies the priorities of his/her department's requests. (4)

Integrates his/her increased departmental budget and organizational growth. (5)

Defines the relationship between the requested marketing strategy to the past (unsuccessful) marketing strategy. (4)

Does not relate past departmental problems with present requests. (1)

Identifies the past problems of his/her department, but does not relate them to present requests. (2)

Integrates R&D's and Marketing's office space needs. (5)

Inquires about the spending of other departments. (2)

Does not recognize some of the problems in his/her own department. (1)

Integrates the computing needs of Accounting and Data Processing. (4)

Integrates the requests of different departments. (5)

Inquires about other members' views to obtain more information. (3)

Forms inaccurate relationships among budget items. (1)

Sensitivity

(The scale value for an item is in parentheses.)

Interrupts other members when they are talking. (1)

Acknowledges the contributions the other departments made to the organization. (5)

Downplays another member's suggested budget for his/her department. (3)

Downplays the past work of another department. (2)

Supports the increased budget of another department. (4)

Supports the departmental representatives (they know more about their departments than do the other members). (5)

Does not support some of the requests from other departments since these departments have had failures in the past. (3)

Supports the need for more R&D researchers. (4)

Acknowledges that compromises will have to be made by all departments. (4)

States that his/her department is not going to make any cuts. (1)

Downplays some requests from other departments. (2)

Wants everyone to support the final outcome. (5)

Is concerned about other departments' well-being. (5)

Downplays the validity of another member's criticisms. (1)

Does not acknowledge the mentioned justifications of another member against his/her department's budget. (3)

Oral Communication

(The scale value for an item is in parentheses.)

Does not present his/her views concisely. (1)

Clarifies the duties of his/her department. (4)

Conveys his/her department's need for added personnel.
(3)

Conveys his/her department's need for remodeling. (3)

Clarifies how the requested money for a program will be spent. (4)

Presents each request of his/her department in a "step-by-step" procedure. (5)

Does not summarize all his/her departmental requests in one presentation. (2)

Summarizes the preliminary budgets of all departments.
(4)

Conveys to the other members accurate and complete information concerning his/her budget. (5)

Answers questions indirectly. (1)

Summarizes his/her departmental requests with dollar amounts. (5)

Presents his/her department's percentage of last year's overall budget. (3)

Repeats what has already been said. (2)

Clearly answers questions raised by the other members.
(4)

Presents unnecessary or inaccurate information. (1)

Persuasiveness

(The scale value for an item is in parentheses.)

Justifies the importance of a request in his/her department to the functioning of other departments. (4)

Justifies each request of his/her department. (3)

Does not justify his/her departmental requests. (1)

Justifies how his/her departmental requests will be a benefit to the organization. (5)

Argues that if one department received funds for a request, then his/her department should also receive funds for a similar request. (2)

Argues that celebrity endorsements are inappropriate for the organization. (2)

Justifies how his/her departmental requests will benefit the other members' departments. (4)

Justifies how the increase in computer capacity will help the entire organization. (5)

Argues that his/her department should get everything requested. (1)

Argues how suggested budget cuts will affect his/her department. (3)

Justifies how requests will benefit his/her department. (3)

Justifies his/her department's importance to the organization. (5)

Argues that his/her department affects more of the organization than another department. (4)

Attempts to influence other members to cut their budgets by supporting some of their department's requests. (2)

Uses illogical justifications to support or criticize a request. (1)

APPENDIX O: BEHAVIORAL CHECKLIST FOR NONASSIGNED-ROLE
LEADERLESS GROUP DISCUSSION

Initiative

(The scale value for an item is in parentheses.)

- Proposes a viable method to organize the meeting. (5)
- Proposes to the members that an option be ruled out if they all agree. (4)
- Proposes that the options initially chosen be discussed later. (2)
- Proposes various methods of organizing the discussion. (5)
- Proposes to the members that they begin by eliminating options. (4)
- Proposes that each member identify their priorities. (4)
- Proposes that each member choose one option each most prefers. (5)
- Keeps the discussion active by moving on to other options. (3)
- Proposes revisions of an option. (2)
- Introduces a vote before discussion has ended. (1)
- Proposes compromises to the other members. (2)
- Introduces points that have already been mentioned. (1)
- Introduces the voting procedure. (3)
- Effectively leads the discussion. (3)
- Controls the discussion by speaking frequently. (1)

Problem Analysis

(The scale value for an item is in parentheses.)

- Identifies the community's need for the services of most of the options. (4)
- Identifies the restrictions of the land size. (4)

Does not refer to the information on the summary sheet when choosing an option. (2)

Does not consider the size of the land when choosing an option. (2)

Identifies when the Animal Shelter contract will expire (at the end of the year). (3)

Asks supporters of another option for more information concerning that option. (3)

Forms inaccurate relationships among options. (1)

Identifies the pros and cons of the options. (5)

Compares the problems of two or more options to each other. (5)

Identifies the sources of future funding. (3)

Identifies time constraints. (2)

Identifies that some needs met by one option can be met by other options. (5)

Does not identify all the factors needed to make an accurate choice of an option. (1)

Identifies the possible problems that may result if an option is not chosen. (4)

Does not identify some limitations of an option. (1)

Sensitivity

(The scale value for an item is in parentheses.)

Compliments others for making good points. (5)

Acknowledges that he/she must work with other members. (3)

Acknowledges the opposing views of the other members. (4)

Wants to choose an option that will benefit the most residents. (5)

Acknowledges the need for everyone to be satisfied with the final choice. (3)

Acknowledges that he/she must work with the other members. (3)

Acknowledges that the choices of the other members have benefits. (4)

Criticizes other members' choices with no justification. (1)

Supports the residents' concerns about the Counseling Center serving as an in-patient facility. (5)

Downplays some of the residents' concerns. (2)

Downplays the residents' fear of the Counseling Center. (2)

Acknowledges the concerns of the other members. (4)

Interrupts others' communications. (1)

Downplays the knowledge of others on a particular option. (1)

Downplays the validity of the criticisms from other members. (2)

Oral Communication

(The scale value for an item is in parentheses.)

Clarifies the options chosen by the other members. (3)

Clarifies for the others the location of the land. (3)

Uses examples to clarify the discussion. (4)

Summarizes the benefits of an option. (2)

Summarizes what an option entails (how it will help the community, what services it will provide, its pros and cons). (5)

Clarifies his/her views for the other members. (3)

When asked a question, he/she does not provide any clarification to the others. (1)

Clearly answers questions raised by other members. (5)

Explains what services the Counseling Center can provide to give the other members added information. (4)

Clarifies for others the options eliminated and the options that remain. (4)

Clarifies for the others the options eliminated. (3)

Clarifies the final vote. (2)

Conveys inaccurate information. (1)

Conveys his/her points in a clear manner. (5)

Conveys unnecessary information. (1)

Persuasiveness

(The scale value for an item is in parentheses.)

Gives no justification for or against an option when commenting on an option. (1)

Provides no rationale for his/her first choice. (1)

Argues that the size of the land is too small for a Youth Center. (4)

Gives numerous justifications for or against an option. (5)

Rationalizes that the Youth Center will be more appropriate in another area. (3)

Argues that he/she does not think that the Parking Tower is needed at this time. (2)

Argues that off-track betting will not benefit the most residents. (3)

Rationalizes that lower class people will be around the local neighborhood if the Counseling Center is built. (3)

Argues that the youth center is accessible to the lower class youth. (2)

Argues that the middle class will use the Youth Center.
(2)

Justifies that the Animal Shelter is not a good choice because of the location and the availability of private vets. (5)

Urges that the money generated from one option be used to finance some of the other options. (4)

Justifies the Counseling Center by arguing that it may provide some services offered by some of the other options. (5)

Justifies the need for an Animal Shelter (mentions the contract, animal problem, and possible future problems).
(4)

Uses inaccurate information to justify his/her views.
(1)

APPENDIX P: TARGET SCORES FOR EMPLOYEE ROLE PLAY

Ratee	Dimensions				
	PA	PS	SE	PE	PU
1	2.0 (0.0)	4.0 (0.0)	4.2 (0.45)	4.0 (0.0)	4.2 (0.45)
2	3.0 (0.0)	2.2 (0.45)	4.4 (0.55)	2.4 (0.55)	2.0 (0.0)
3	1.0 (0.0)	2.0 (0.0)	1.4 (0.55)	1.0 (0.0)	1.0 (0.0)
4	1.0 (0.0)	1.0 (0.0)	3.8 (0.84)	1.4 (0.55)	1.0 (0.0)
5	2.0 (0.0)	2.4 (0.55)	4.0 (0.0)	3.8 (0.45)	3.0 (0.0)
6	1.0 (0.0)	1.8 (0.45)	1.2 (0.45)	4.8 (0.45)	3.0 (0.0)
7	3.0 (0.0)	2.0 (0.0)	3.0 (0.0)	4.0 (0.0)	3.8 (0.45)
8	2.8 (0.45)	4.0 (0.0)	4.0 (0.0)	5.0 (0.0)	3.4 (0.55)
9	4.0 (0.0)	3.2 (0.45)	4.0 (0.0)	4.0 (0.0)	4.6 (0.55)
10	3.0 (0.0)	2.8 (0.45)	5.0 (0.0)	3.0 (0.0)	3.4 (0.55)

Note. Standard deviations are in parentheses. PA, problem analysis; PS, problem solution; SE, sensitivity; PE, perseverance; PU, persuasiveness.